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ABSTRACT

The curriculum guide for a beginning level course in Kpelle for English speakers first offers 25 lessons designed for a 300-hour course. The materials, developed for classroom use, are suitable for use with a native Kpelle-speaking tutor, and suggestions for this application are offered. Each lesson is divided into three sections. The first consists of useful expressions and dialogues for memorization. The second section, containing grammar points and drills, is a systematic introduction to the basic features of the language. The third section contains cultural information and presents language learning activities such as improvisational use of the dialogues. The guide concludes with an extra unit on learning language outside the classroom through the aid of a tutor.

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A Course for Speakers of English

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PREFACE

These lessons are designed for a three hundred-hour course in Kpelle. Although the materials here were developed for classroom use, the student can use them to study the language with a native speaker. Unit VI offers suggestions for working with such a tutor.

Each lesson is divided into three sections, the first consists of useful expressions and dialogues for memorization. The second section, Grammar Points and Drills, is a systematic introduction to the basic features of the language. The third section contains cultural information and presents different language learning activities, such as improvisational use of the dialogues.

The language presented in this text is based upon the speech of Dorothy Cooper who is from Maimu, in Gbong County, in the central part of Liberia. The sustained and intelligent cooperation and criticism of Miss Cooper has made this text possible. It's inaccuracies, however, are entirely the responsibility of the authors.

We would like to thank the administration of San Francisco State College for its support of this project. We especially thank Professor Dale McKeen, Associate Professor of Business and Accounting and Deputy Director, Peace Corps Training, San Francisco State College, for the great interest he has shown in this and previous projects. Finally we wish to thank our secretary, Carol Stocks, whose skill and thoughtful suggestions have aided materially in the preparation of this text.

SUGGESTIONS FOR TEACHERS

This text is based on a teaching method that emphasizes hearing and speaking rather than reading and writing. Teachers who use this method first train the students in the automatic recognition and production of basic sentence patterns and then proceed to the creative use of these patterns in less and less controlled contexts. For the most effective use of this book, we offer the following suggestions.

DIALOGUES

The purpose of the dialogues is to introduce the students to conversations based on common situations within the Kpelle culture. The dialogues should be memorized as soon as possible after they have been introduced. There are instructions in the Cultural Materials section for drilling the dialogues and using them in other ways; not more than one third of the class time should be spent on them when they are first presented. The steps outlined below should be used to present the dialogue, they should be encouraged to substitute other vocabulary items they have learned.

Be sure to use normal speed and intonation as you teach. If any phrase or sentence is too long for the students to produce easily when it is first introduced, you may break it into smaller units for repetition, but you should always return to the complete sentence before going on to anything new.

This is a new experience for most of your students. They will try to imitate whatever they hear you say. Naturally, the first time the students try a sentence, they will make many mistakes in the sounds, the tones, the word order, and the intonation and rhythm of the sentence. Don't overcorrect! Listen for and correct only one thing at a time. If after several attempts to imitate your pronunciation, a student still cannot do so, go on to something else and come back to the problem later.

Morning Greetings

Baâ wú!

Èè, ñwélí, Baâ wú!

kú mení BÉ?

mení nyómó dà fé BÉ.

Good morning!

Yes, friend, good morning!

What's the news here?

No bad news here.

Introduction of the Dialogue

1. Present the dialogue twice, distinguishing clearly between the speakers.
2. Present the dialogue line by line and have the students repeat.
3. Present the English and then the Kpelle line by line and have the students repeat the Kpelle.
4. Have the students open their books and look at the dialogue while you present it again. Then, have the students close their books before you continue.

Memorization of the Dialogue

The following steps are useful in helping the students learn the dialogues.

1. Presentation

Have the students listen while you present this section of the dialogue, including the English meaning.

Ɔaã wú	Good morning!
Èè, òwélf, Ɔaã wú	Yes, friend, good morning!

2. Repetition

Present the first line of this section and have the students repeat in unison.

<u>Teacher</u>	<u>Students</u>
Ɔaã wú!	Ɔaã wú!

You may need to do this several times.

3. Build Up Drill

(For use if the students are having difficulty with pronunciation.)

Build the pattern word by word and have the students repeat.

<u>Teacher</u>	<u>Students</u>
Ɔaã	Ɔaã
Ɔaã wú	Ɔaã wú

This may be repeated until the pattern is clear.

4. Individual Repetition

Have each student repeat individually. Check pronunciation and use a build up drill if a student is having difficulty, if he is still having difficulty after several attempts, go on to the next student.

5. Repetition Drill

Present the second line of this section and have the students repeat.

<u>Teacher</u>	<u>Students</u>
Èè, òwélf, Ɔaã wú!	Èè, òwélf, Ɔaã wú!

6. Build Up Drill

Build the pattern word by word and have the students repeat.

Teacher

Ěc

Ěc, ěwělf

Ěc, ěwělf, Saâ

Ěc, ěwělf, Saâ wŭ

Students

Ěc

Ěc, ěwělf

Ěc, ěwělf, Saâ

Ěc, ěwělf, Saâ wŭ

The build up may be repeated until the pattern is clear.

7. Individual Repetition

Have each student repeat individually. Check his pronunciation and use a build up drill if he is having difficulty. If after several attempts, the student is still having difficulty, go on to the next student.

Teacher

Ěc, ěwělf, Saâ wŭ.

Student

Ěc, ěwělf, Saâ wŭ.

8. Class Conversation

Divide the class in half, have each group greet the other by repeating its part in unison after you. Do this several times.

Teacher : Saâ wŭ!

Group I : Saâ wŭ!

Teacher : Ěc, ěwělf, Saâ wŭ!

Group II : Ěc, ěwělf, Saâ wŭ!

Reverse roles.

9. Teacher-Class Dialogue

Take one part of the dialogue and have the students take the other.

Teacher : Saâ wŭ!

Students : Ěc, ěwělf, Saâ wŭ!

Reverse Roles.

10. Chain Drill

Have the students do a chain drill using the dialogue

Student 1 : Ɔaâ wú!

Student 2 : ɛ̀c, ɛ̀wɛ́ɛ́f, Ɔaâ wú!

Student 2 : Ɔaâ wú!

(turning to student 3)

Student 3 : ɛ̀c, ɛ̀wɛ́ɛ́f, Ɔaâ wú!

(responding)

Student 3 : Ɔaâ wú!

(turning to Student 4)

Continue until all of the students have participated.

11. Repeat steps one to ten for the next two lines of the dialogue. If the dialogue has more than four lines, continue in this way until finished. When a dialogue has an uneven number of lines, divide the dialogue into two and three-line segments in whatever way seems to best fit that dialogue.

GRAMMAR POINTS AND DRILLS

Since each new sentence pattern is based on a pattern previously introduced, the grammar points and drills should be taught in the order in which they appear in the book.

PRESENTATION OF THE GRAMMAR POINTS

1. Repetition of the Old Pattern:

Model the Old Pattern for the students several times and have them repeat it. Write the Old Pattern on the board.

Example: Old Pattern: kɔ́lɔ́ ká ɛ́f.

2. Presentation of the New Pattern:

- a) Model the New Pattern several times and have the students repeat it each time. Write the New Pattern on the board beneath the Old Pattern, lining up the contrasting elements in order to make the contrast between the patterns clear.

Example: Old Pattern: kɔ́lɔ́ ká ɛ́f.

New Pattern: kɔ́lɔ́ ká tɛ́f.

3. Commentary on Structure:

Ask the students questions to elicit from them:

- a) A statement concerning the difference in structure between the old and the new patterns. Since each new sentence pattern usually changes only one element in the old patterns, the teacher should make sure that the students can isolate the new element.

for example: Question: "What is the new element?"

Answer : "The new element is /tʃ/."

- b) A statement concerning the difference in meaning between the old and new patterns.

for example: Question: "If I want to talk about a book on John's desk, will I say /kɔlɔ ká ɲí/ or /kɔlɔ ká tʃ/?"

Answer : "You will say /kɔlɔ ká tʃ/."

These questions should be very specific and should call for simple answers.

4. Grammar Box:

After students have commented on the meaning of the new pattern, present any further information that is given in the box below the grammar point. Keep discussion of grammar to a minimum. Class time should be used to introduce and practice the sentence patterns, not to talk about them.

5. Use flashcards to introduce new vocabulary before proceeding with the drills.

DRILLS

The ultimate goal of this course is to enable the student to converse in Kpelle. The drills are an important part of the method used to reach this goal.

There are several kinds of drills used in this text. In some, the possible correct responses are rigidly controlled, while in others the student has a choice of several correct responses. The drills are designed to help the teacher guide the students from a very controlled to a more free and creative use of the language.

Teaching the class should start the night before. It is important to go through the drills out loud so that you are sure you understand how they work and just what responses you expect from the students. Make sure that you have all the materials you will need during the class. Arrange the flashcards in the order in which you will use them in the first drill. Adopt some rapid system for arranging the cards in the proper order for subsequent drills. This advance preparation is necessary to avoid delays that interrupt the rhythm of the drills. You must maintain a smooth rapid pace to maintain the student's interest.

Tell the students what kind of drill you expect them to do. This is especially important during the first few class hours before the students have learned to work with the drills.

In giving the examples, read both the teacher's part and the student's part. When the students are first learning to do the drills, you may need to use the first few sentences or cues as additional examples.

Remember that you can use the same drill several times. For example, if you wanted to work on the pronunciation of tones and the pronunciation of consonants during a class, you might use the same substitution drill twice, correcting the pronunciation of the consonants the first time and the tones the second time.

As in teaching the dialogues, the teacher should begin most drills by working with the entire class, then with sections of the class, and finally with individual students. Drills in which a variety of correct responses are possible, must, of course, be done individually.

Drills should be conducted with the student's books closed. This point cannot be overstressed if the student is to learn to speak the language and not merely acquire a passive reading knowledge of it.

Most of the drills used in this text are described below.

Repetition Drill

The students practice new vocabulary and sentence patterns, repeating exactly what they hear. These repetition drills should be cued by flashcards whenever possible.

example:

<u>Teacher</u>	<u>Flashcard</u>	<u>Student(s)</u>
pélé ká ní	pélé	pélé ká ní
nyéé ká tí	nyéé	nyéé ká tí

Substitution Drill

Students practice an entire sentence pattern while making a change in one element.

example:

<u>Teacher</u>	<u>Students</u>
"Listen and repeat."	
kòlò ká ní	kòlò ká ní
"Now, substitute the following word in the sentence."	
sulòṅ	sulòṅ ká ní
pélé	pélé ká ní

Note that the teacher may use flashcards instead of the verbal cue.

Moving Slot Drill

These differ from the simple substitution drills in that the students must discern where to use the teacher's cue word in the sentence.

example

Teacher

"Listen and repeat."

ñcnfi káá nyéé mfi

"Now, substitute the cue word
in the proper position in the
sentence."

ñálón

tùmàlálá

tééí

Student(s)

ñcnfi káá nyéé mfi

ñálón káá nyéé mfi

ñálón káá tùmàlálá mfi

ñálón káá tùmàlálá tééí

Transformation Drill

Students listen to the sentence and change it according to the directions given by the teacher.

example

Teacher

"Change the statement
to a question."

mómóó ká tí.

tótó ká ní.

Student(s)

mómóó ká tí?

tótó ká ní?

Question - Response Drill (controlled)

Students hear a question for which there is only one correct answer and respond with that answer. Verbal or flashcard cues, when applicable, may accompany the questions.

example

Teacher

"Answer yes or no."

nenfi ká ní?

Boli ká ní?

Flashcard

wúlú

Boli

Student(s)

kpáá.

oowéí.

Question-Response Drill

The students hear a question to which there may be more than one answer. The teacher should accept any correct response.

example

Teacher

f káá líí mfi

Student

ḡ káá líí dùkóó.

(or) ḡ káá líí p̄élíí lá.

(etc.)

Chain Drill

The teacher directs Student 1 to ask a specific question of Student 2. After answering it, Student 2 asks the same question of Student 3. This procedure is followed until everyone has asked and answered one question.

example:

Teacher : "Ask him what he wants to eat."
(to Student 1, indicating Student 2)

Student 1 : lé ué yaa ñwélíí f lá míf?

Student 2 : naa ñwélíí ná tùmáláá míf.
lé ué yaa ñwélíí f lá míf?

Student 3 : naa ñwélíí ná mólón míf.
(etc.)

Discrimination Drill

The students must discriminate between two similar forms and respond appropriately.

example

<u>Teacher</u>	<u>Flashcard</u>	<u>Student(s)</u>
"Answer with yes or no if I ask a question. If I make a statement, don't say anything."		
wúlú ká ní?	wúlú	oowél.
wúlú ká ní.	wúlú	(no response)
nyéé ká ní?	nálón	kpáá.

ON PRONUNCIATION

The detailed section on pronunciation, The Sounds of Kpelle, should be used for reference only. Though the more difficult sounds are included in the drills throughout Unit I, the teacher may occasionally wish to draw the students' attention to the way in which the individual sound is produced. In this case the class may profitably turn to the section on pronunciation.

Though several dialectal differences have been anticipated in this section, the teacher must be sure to point out all the differences and have the students make note of them in their texts. It goes also without saying that when you find a mistake in the text, you will have your students write in a correction.

CULTURAL MATERIAL AND LANGUAGE LEARNING ACTIVITIES

This section focuses on several areas: notes on certain idioms, relevant cultural information, and improvisational use of the dialogues, expressions, and sentence structures. Topics which are not covered by the text may be discussed in this section. If it is possible, all discussions of cultural features should have a linguistic counterpart; that is, one or more Kpelle words or expressions should be learned that are appropriate to the particular situation.

Transcription is an important part of learning Kpelle. It is necessary for reading and using the text, for continuing language learning in Liberia, and for reinforcing the hearing and speaking abilities developed in the classroom.

The dialogue variations and reviews appearing in this section increase the utility of the dialogue. Students should be encouraged to practice any possible variations in the dialogues and useful expressions.

The three sections, Dialogue and Useful Expressions, Grammar Points and Drills, and Cultural Material and Language Learning Activities, may be presented in the sequence they appear in the text. They can also be used separately, or the Dialogue and Grammar sections can be used together, and the cultural section interspersed when it seems most appropriate. However, it is important to remember that each section is an integral part of this 300 hour course, and although the sections can be intermixed, none can be omitted.

SUGGESTIONS FOR STUDENTS

What do I do if the book is different from what the teacher says?

Learn what the teacher says. Your teacher is your model. It may be that both the teacher and the book are correct. The differences may merely be differences in dialects of Kpelle. However, your teacher will probably want to use the pattern most common in his particular dialect.

What is the purpose of memorizing the dialogues?

To teach you useful patterns in the Kpelle language and to introduce common situations you may encounter in Liberia.

Why aren't the English translations exact?

Because a translation in colloquial English is more relevant culturally. In Kpelle, as in English, many patterns, especially greetings, are formulaic in nature. Consequently, the more colloquial English rendering is given. In many cases, however, in the dialogues, and especially in the third section of each lesson, certain idioms are translated literally in order to give the student an inside view of certain structural and metaphorical patterns.

Is it necessary to follow the order of the drills?

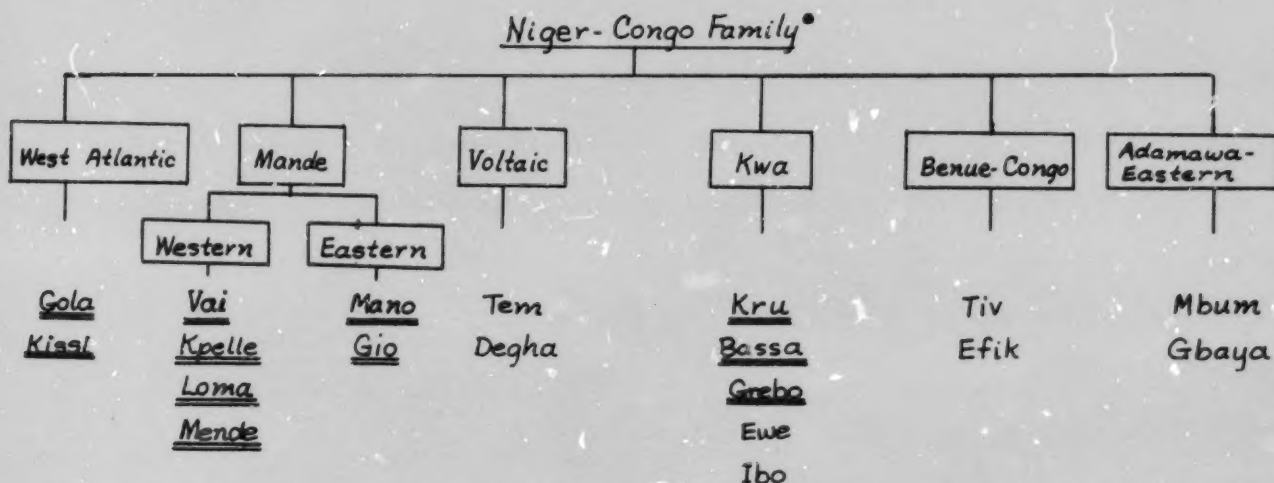
Yes. Language is complex. It also takes time to learn a language. By following the drills as they appear in the book, you will be guided from easier to more difficult grammar points and drills.

When should I ask questions?

Ask questions either before the drill has started or after it is finished. Don't interrupt drills, because it is necessary that they proceed at a steady pace. Refrain from asking questions about grammar in the dialogue, because sooner or later these items will be presented as grammar points.

What kind of questions should I ask?

Ask questions that begin with "what." Don't ask questions that begin with "why," because your teacher won't answer them. The best answer to a "why" question is "this is the way the language works."



These language sub-families are located in the following countries:

West Atlantic	: Guinea, Sierra Leone, Sengal
Mande	: Liberia, Guinea, Sierra Leone
Voltaic	: Upper Volta, Ghana, Niger
Kwa	: Liberia, Ghana, Ivory Coast, Nigeria
Benue-Congo	: Republic of the Congo, Angola, Cameroon
Adamawa-Eastern	: Sudan, Central African Republic

In Liberia, there are some twenty-eight native tribes, each with its own language. Kpelle, along with Vai, Loma, and Mende, is a member of the Western Mande group of the Niger-Congo family of languages. With the exception of Kissi and Gola, all the other languages of Liberia belong to either the Kwa or Mande group.

The government of Liberia, however, uses Standard English as its official language in administration and education. Many Liberians also use English to communicate with one another.

The Kpelle people of Liberia are centered in Gbong County and number approximately 200,000 souls.

The chart is based on Joseph Greenberg's The Languages of Africa.

For those who are interested in reading further about African languages and cultures or linguistics in general, the following books are suggested:

GENERAL LINGUISTICS

- Gleason, H.A., Jr. An Introduction to Descriptive Linguistics. New York: Holt, Rinehart and Winston, 1961.
- Hall, Robert A., Jr. Linguistics and Your Language. (2nd revised edition of Leave Your Language Alone.) Garden City, N.Y.: Doubleday, 1960.

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THE SOUNDS OF KPELLE

Like many African languages, Kpelle does not have, as yet, an official standardized writing system. The system used in your text utilizes most of the letters of the Latin alphabet. In addition to these, a few special phonetic symbols are used. There is a one-to-one relationship between the writing system and the sound system; that is, for each Kpelle sound there is one symbol, and conversely, one symbol for each sound. Initially you will have to listen very carefully to the sounds in order to reproduce them. Though most of them are written with familiar letters, the sounds are largely unfamiliar.

Consonants Similar to English

/b/	bòbìlò	too much	/n/	nfá	to forget
/d/	dà	some	/p/	pélé	house
/f/	fàà	wind	/s/	scn	thing
/g/	gàgìlì	orange	/t/	téé	chicken
/j/	jáó	sassywood	/v/	váánì	Vani (a man's name)
/k/	kú	we	/y/	yèkè	jacket, blouse
/l/	lìf	heart	/z/	zoo	witchdoctor, herbalist.
/m/	mòlò	rice			

Consonants Unlike English

/ɛ/ ɛolì goat

This is called an "implosive b." In making the usual (or "explosive") /b/, the lips are suddenly parted and the air in the mouth is released. With the implosive /b/, just the opposite occurs. When the lips are opened, some outside air is drawn into a partial vacuum formed in the mouth. Thus, the air "implodes" into the mouth. If you can already imitate a popping cork, you are well on your way to producing this sound. At first, you may overexaggerate it, but this is necessary in order that you distinguish it from the "explosive" /b/.

ɛolì goat
ɛá rice

/u/ ué is (emphatic)

In making this sound, the lips begin to come together as in making a /b/, but do not touch.

ué is
saaua three

/kp/ kpálàn farm

This is a coarticulated consonant; that is, two consonants' are pronounced simultaneously. To make this sound, get ready to produce a /k/, close your lips, then release both at the same time. You can do this best by remembering to drop the jaw to release the sound. In English, say "backporch" several times rapidly until you can finally drop the "ba-" part and pronounce "kporch." Now use this sound at the beginning of a word:

kpálàn farm
kpóíó salt

Note: before the vowels i, e, c, you will hear a slight /w/ sound after the /kp/. This is due to the way the lips move from the closed position to that of the following vowel.

Example: kpélé to drink

/gb/ gbègbè chair

This sound is the voiced counterpart of /kp/. You might practice with the English sound in "big boat." Remember, set your throat for a /g/, close your lips and then release the sound by dropping your jaw.

gbègbè chair
gbánà gun

/ɣ/ seye clothes

In producing this sound, the back of the tongue is almost closed against the back of the throat as it would be in making a /g/. However, the closure is not complete and consequently the air is not stopped. To get the feel of this sound, practice gargling a few times.

seye clothes
leyi pot

/ŋ/ ṇáná hard, difficult

This is the "ng" sound in English "sing." However, in Kpelle, it also appears at the beginning of words. Practice by saying the word "singer" a few times and then drop the si- part. Remember, this /ŋ/ sound is not the same as that in "finger." The latter would be written in our system as /ŋg/.

kpálàn farm
fáṇá hot
ṇáná hard, difficult
ṇilâ dog

Note: In some dialect areas, /ŋ/ at the beginning of words is replaced by /ɣ/. In this, and other points of dialectic variation, you should follow the pronunciation of your teacher, and later, that of the people in the community where you are located.

/ɤ/ pɤ̃ɕ to turn

This is formed like an ordinary /n/ but it is released like a soft /d/; that is, the tongue drops abruptly from the ridge behind the upper front teeth.

pɤ̃ɕ to turn
lɤ̃ɕ to return
lɔ̃ɤ̃ to speak

Note: In some dialect areas, this sound is not used and all these words would be pronounced with a simple /n/.

/ny/ nyómó bad, ugly

This is like the "ny" sound in English "onion," "canyon." Like the /ŋ/, it may occur at the beginning of words. Practice it in this position by saying "onion" several times and then dropping the "o-."

nyómó bad, ugly
nyéé fish
nyalêŋ cat

/ŋw/ ŋwolâ high forest

This begins as an /ŋ/ but is released with rounded lips, thus producing a /w/. Practice with the English words "sing well." After a few repetitions, drop the "si-" and you should be saying "-ngwell."

ŋwolâ high forest
ŋwɕni bird
ŋwáná bitter

Note: In some dialects, a nasalized /w/ (i.e. /ŋ/), may be heard in place of this sound.

/r/ párà mud

This is a tense, "flapped" sound very much like the /t/ in the colloquial American pronunciation of "water," "writer," "later."

pára mud
wúró witchcraft

Note: In Kpelle, from one dialect to the next, you will see that /l/ and /r/ shift about somewhat. Sometimes, for many words either may be used freely, but more often there will be one specific pattern of usage in a given area. If your instructor uses /r/ in some of the words we have presented here with /l/, then, by all means, follow his pronunciation.

VOWELS

In Kpelle there are seven vowels:

/a/	kwala	monkey	similar to English	<u>f</u> ather
/e/	tée	to cut	similar to English	ca <u>e</u>
/c/	wéé	yesterday	similar to English	l <u>e</u> t
/i/	lí	to go	similar to English	h <u>e</u>
/o/	tóó	to drop, fall	similar to English	s <u>e</u> w
/ɔ/	lɔ	to go into	similar to English	th <u>o</u> ught
/u/	mú	in, under	similar to English	fo <u>o</u> d

Long and Short Vowels

As you have noticed from the preceding examples, vowels may be long or short. When a vowel is long it is written twice. This shows that its sound is to be drawn out or lengthened. The difference between long and short vowels is a primary one in Kpelle. Many words are distinguished from others by vowel length alone. The following pairs of words readily demonstrate this point:

lá	mouth	láá	to lie down
kpé	to chase	kpéé	to finish
lé	to show, teach	léé	to leave
lí	to go	líí	heart
kɔ	to give	kɔɔ	foot

As you can see, the distinction is important. Remember that most of your English vowels would be heard, most likely, as long ones in Kpelle. This being the case, you will probably have to work a bit harder to perfect the short vowels.

Nasal Vowels

Just as vowel length may indicate the difference between two words, so also may the distinction between oral and nasal vowels be responsible for a difference in meaning. An oral vowel means simply, one that is released through the mouth rather than through the nose. In English, most vowels are oral. When one does occur nasally, it is because of its proximity to one or more nasal consonants; its occurrence is in no way significant with regard to meaning. To those of you who have studied French, nasal vowels will be old friends and you will be able to help your classmates if they find them difficult at first.

In Kpelle, five of the seven vowels may be nasalized; the /e/ and /o/ never are. Nasalization will be shown by a tilde (/~/). Note the following contrasts in sound and meaning:

téé	chicken	téé̃	catfish
kwéíí	near	kwéíí̃	bitter balls
kala	trash	kāla	to spoil, ruin

If a vowel follows one of the nasal consonants, i.e. /m, n, ny, ŋ, ŋw/ it is always nasalized. Consequently, there is no need to indicate it with a tilde:

mù	under	nyónó	bad, ugly
ncc	sweat	ńálòŋ	egg
ŋwcní	bird		

Remember that, even after the nasal consonants, /e/ and /o/ are not nasalized.

Oral

ńeeí	the mother
mó	to say it

Nasal

ńccí	it is sweet
mó	to ripen

Note also, that although the tilde is only written over the first vowel in any sequence, the vowels which follow are also nasalized.

tŋ́c	catfish	fŋ́a	lazy
fŋ́a	wind	sŋ́í	spider
mala	to dance	twŋ́ya	true

Tone

Kpelle is a tonal language. This means that distinctions of meaning are indicated by differences in tonal level or pitch. Although you use tones every time you speak English, they occur mainly as by-products of the sentence structure or, as a way of emphasizing certain words. Consider the following sentences and what they imply:

- I am going! (No one else, just me!)
- I am going! (Who says I'm not going?)
- I am going! (Usual intonation for a declarative sentence.)

In Kpelle, emphasis is communicated by changing the construction of the sentence, not by raising the pitch of certain key words. If you change the pitch of a word, you will be changing its meaning!

There are three basic pitch levels:
high, mid, and low.

séyè	to take	(high tone: /' /)
seye	clothes	(mid tone: unmarked)
sèyè	took	(low tone: /` /)

Many words are composed of syllables having different pitch levels; compare, for example, the following words:

ńáná	hard	ńánà	crust
kali	snake	káll	hoe

In these words, each syllable receives equal stress. There is, however, a slight additional stress given to the syllable which takes a "falling" tone. This begins as a high tone and drops somewhat abruptly. It is marked by a circumflex accent (/^/).

ɲilâ	dog
tulê	cola nut
misêɲ	food

Though tonal distinctions may be somewhat difficult to hear and reproduce initially, after a while, you should experience no difficulty if you are consistently willing to mimic your instructors.

UNIT

I



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE

- | | |
|----------------------------|---|
| A: Saâ wú! | Good morning! |
| B: èè, òwéíí, Saâ wú! | Yes, friend, good morning! |
| A: kú mcní Bè? | What's the news here? |
| B: mcní nyómó dà fé Bè! | No bad news here. |
| A: í kòlò káá lé? | How are you?
(i.e. "How's your skin?") |
| B: òá kòlò pónó wéí, yááq? | I'm fine, and you?
(i.e. "My skin is healthy, you?") |
| A: òá òalâ scyc fé. | Fine, thank you.
(i.e. "I thank God.") |

USEFUL EXPRESSIONS

- òéíéí! That's fine! That's good!

GRAMMAR POINTS AND DRILLS

GRAMMAR POINT

Pattern: kòlò ká ñí This (here) is a book.
 sulòñ ká ñí This (here) is a man.
(Introduce with /kòlò/ and /sulòñ/ flashcards.)

NEW VOCABULARY

... ká ñí	this is ... (near the speaker)
sulòñ	man
pélé	house
kòlò	book
nyélé	fish

1. Repetition Drill

Look at the flashcard and repeat after your teacher.

Flashcard - Teacher

pélé	ká	ñí
nyélé	ká	ñí
sulòñ	ká	ñí
kòlò	ká	ñí

Students

pélé	ká	ñí
nyélé	ká	ñí
sulòñ	ká	ñí
kòlò	ká	ñí

(The teacher will continue with this drill until all the students have memorized the items.)

2. Substitution Drill (flashcard with verbal cues)

Flashcard - Teacher

kòlò ká ɲí
sulòɲ

Students

kòlò ká ɲí
sulòɲ ká ɲí

Continue substituting the following words:

1. pélé
2. kòlò
3. sulòɲ
4. pélé
5. sulòɲ
6. kòlò
7. pélé
8. sulòɲ
9. kòlò
10. pélé

1. pélé ká ɲí
2. kòlò ká ɲí
3. sulòɲ ká ɲí
4. pélé ká ɲí
5. sulòɲ ká ɲí
6. kòlò ká ɲí
7. pélé ká ɲí
8. sulòɲ ká ɲí
9. kòlò ká ɲí
10. pélé ká ɲí

NEW VOCABULARY

ncní woman
tisâ teacher
wúlú tree
misèɲ food

Notice that words written with (^) on the last syllable receive slight stress on that syllable:

ncní nc - ní
tisâ ti - sâ

3. Repetition Drill (flashcard cues)

Look at the flashcard and repeat after the teacher.

Flashcard - Teacher

ncní ká ɲí
tisâ ká ɲí
wúlú ká ɲí
misèɲ ká ɲí
ncní ká ɲí

Students

ncní ká ɲí
tisâ ká ɲí
wúlú ká ɲí
misèɲ ká ɲí
ncní ká ɲí

(Repeat these words until students have memorized the new ones.)

4. Substitution Drill (flashcard and verbal cues)

Flashcard - Teacher

tisâ ká ɲí
wúlú

1. misêɲ
2. nɛnɪ
3. sulɔɲ
4. wúlú
5. kòlò
6. tisâ
7. pélé
8. sulɔɲ
9. misêɲ
10. tisâ

Students

tisâ ká ɲí
wúlú ká ɲí

1. misêɲ ká ɲí
2. nɛnɪ ká ɲí
3. sulɔɲ ká ɲí
4. wúlú ká ɲí
5. kòlò ká ɲí
6. tisâ ká ɲí
7. pélé ká ɲí
8. sulɔɲ ká ɲí
9. misêɲ ká ɲí
10. tisâ ká ɲí

GRAMMAR POINT

Old Pattern: kòlò ká ɲí.

New Pattern: kòlò ká ɲí?

This is a book.

Is this a book?

A question is formed by raising the tone of the entire sentence slightly, and that of the last word sharply.

5. Transformation Drill

Change the question to a statement. Listen carefully to the contrast your instructor will make.

Teacher

kòlò ká ɲí?

1. sulɔɲ ká ɲí?
2. nɛnɪ ká ɲí?
3. wúlú ká ɲí?
4. nyélé ká ɲí?
5. misêɲ ká ɲí?
6. pélé ká ɲí?
7. kòlò ká ɲí?
8. sulɔɲ ká ɲí?
9. tisâ ká ɲí?
10. wúlú ká ɲí?

Student

kòlò ká ɲí.

1. sulɔɲ ká ɲí.
2. nɛnɪ ká ɲí.
3. wúlú ká ɲí.
4. nyélé ká ɲí.
5. misêɲ ká ɲí.
6. pélé ká ɲí.
7. kòlò ká ɲí.
8. sulɔɲ ká ɲí.
9. tisâ ká ɲí.
10. wúlú ká ɲí.

6. Transformation Drill

Change the statement into a question.

Teacher

wúlú ká ɲí.

1. tisā ká ɲí.

2. sulŋ ká ɲí.

3. kòlò ká ɲí.

4. pélé ká ɲí.

5. misēɲ ká ɲí.

6. wúlú ká ɲí.

7. tisā ká ɲí.

8. ncɲí ká ɲí.

9. sulŋ ká ɲí.

Students

wúlú ká ɲí?

1. tisā ká ɲí?

2. sulŋ ká ɲí?

3. kòlò ká ɲí?

4. pélé ká ɲí?

5. misēɲ ká ɲí?

6. wúlú ká ɲí?

7. tisā ká ɲí?

8. ncɲí ká ɲí?

9. sulŋ ká ɲí?

NEW VOCABULARY

oowél yes

ěě

kpáà no

7. Question - Response Drill

Flashcard - Teacher

pélé ká ɲí?

sulŋ ká ɲí?

Students

oowél

kpáà

(The teacher will go through all flashcards introduced so far.)

GRAMMAR POINT

Old Pattern: misēɲ ká ɲí.

New Pattern: misēɲ ká tí.

This (here) is food.

That (there) is food.

The answer to /misēɲ ká ɲí?/ is /misēɲ ká tí./ if the responder is apart from the questioner.

8. Transformation Drill. (flashcard and verbal cues)

Change the sentence from "this is ____" to "that is ____"

Flashcard - Teacher

tisâ ká nfi

1. pélé ká nfi.

2. neni ká nfi.

3. misêŋ ká nfi.

4. wúlú ká nfi.

5. sulôŋ ká nfi.

6. nyélé ká nfi.

7. kòlò ká nfi.

8. tisâ ká nfi.

9. misêŋ ká nfi.

10. sulôŋ ká nfi.

Students

tisâ ká tí

1. pélé ká tí

2. neni ká tí.

3. misêŋ ká tí.

4. wúlú ká tí.

5. sulôŋ ká tí.

6. nyélé ká tí.

7. kòlò ká tí.

8. tisâ ká tí.

9. misêŋ ká tí.

10. sulôŋ ká tí.

9. Response Drill

The teacher will give you a flashcard. Show it to the teacher and ask, "Is this a ____?" The teacher will answer you affirmatively.

Flashcard - Student

kòlò ká nfi?

Teacher

oowéí. kòlò ká tí.

(The teacher will go through this with each student.)

10. Response Drill

The teacher will hold a flashcard and ask "Is this a ____?" The students will answer "No, that's a ____."

Flashcard - Teacher

neni ká nfi?

Students

kpáà, sulôŋ ká tŋi.

(The teacher will go through all the flashcards introduced so far.)

11. Response Drill

This time the student will answer negatively or affirmatively.

Teacher

kòlò ká nfi.

tisâ ká nfi.

Students

oowéí. kòlò ká tí.

kpáà. wúlú ká tí.

12. Question-Response Chain Drill. (with flashcards)

The teacher shows the flashcard only to Students 2, 4, etc.

- Student 1 : ncnf ká tí?
- Flashcard : ncnf
- Student 2 : oowéí. ncnf ká ɲí.
- Student 3 : ncnf ká tí?
- Flashcard : sulŋ
- Student 4 : kpáà, sulŋ ká ɲí.

(Continue, showing flashcards to Students 6, 8, 10, etc.)

13. Moving Slot Drill (verbal cues)

The teacher will give a verbal cue and the students will use this word in the correct position in the sentence.

Teacher	Students
pélé ká ɲí	pélé ká ɲí
ká ɲí	pélé ká ɲí
1. wúlú	1. wúlú ká ɲí.
2. ká tí	2. wúlú ká tí.
3. sulŋ	3. sulŋ ká tí.
4. tisà	4. tisà ká tí.
5. nyéé	5. nyéé ká tí.
6. ká ɲí	6. nyéé ká ɲí.
7. misɛŋ	7. misɛŋ ká ɲí.
8. pélé	8. pélé ká ɲí.
9. ncnf	9. ncnf ká ɲí.
10. ká tí	10. ncnf ká tí.
11. kàlò	11. kàlò ká tí.
12. wúlú	12. wúlú ká tí.
13. sulŋ	13. sulŋ ká tí.
14. ká ɲí	14. sulŋ ká ɲí.
15. tisà	15. tisà ká ɲí.

CULTURAL MATERIALS AND
LANGUAGE LEARNING ACTIVITIES

PRONUNCIATION PRACTICE *

Your instructor will pronounce each of the following words twice. Listen carefully. Then, you will repeat each word after him.

/b/	ba	be	bo
	baia	baa	boli
/ŋ/	ŋi	ŋa	ŋclu
	ŋana	ŋele	ŋili
	ŋafi	ŋina	ŋalen
/ny/	nya	nyee	nyomo
	nyifi	nyee	nyifi

Distinguish and repeat:

/ny - ŋ/	nya	ŋa
	nyifi	ŋi
	nyee	ŋee
	nyalen	ŋalen

Practice the following short vowels:

/e/	le	ue	fe
/i/	li	ti	mi

Distinguish and repeat each pair:

/c - e/	tee	tée
	wée	wée
	pée	pele
	kwée	kwélé
	ŋele	ŋele

* In doing these practice exercises, you may wish to refer to the descriptions of the various sounds given in the preface.

MEETING AND GREETING PEOPLE

When you say "good morning" to a person in Kpelle, you are actually saying "have you awakened?" Besides the phrase Baâ wû?, you will also hear yaâ wû? The yaâ is an alternate form of Baâ. Use whichever one your instructor prefers.

In a Kpelle-speaking area, people will usually greet a stranger on the road or path. However, when the stranger arrives in a town, he is expected to initiate the greetings. If you come into a town where you don't know anyone, you should find the town chief or the school principal and after greeting him properly, tell him who you are and why you are there.

SHAKING HANDS

In Liberia, as in many other countries, shaking hands with people plays a more important role in the social amenities than it does in the United States. There are several types of Liberian handshakes. Your instructor will now teach you the most common one, in which you snap your index finger against your own palm. After this, pair off, and try it with each other. Don't be afraid to practice this whenever you have a chance. The expertise you develop will stand you in good stead.

GREETING PRACTICE

Your instructor will go over the dialogue once again with the entire class and then will call on two people at a time to act it out in front of the class.

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom meets Slàfá

Slàfá: òálón, yaâ túá?

Tom : èè, òwélí, yaâ pá?

Slàfá: ńá láá uà Slàfá, í láá uà gbcê?

Tom : ńá láá uà Tom.

Slàfá: Tom, kú fǎǎ kǎ!

Good afternoon, man!

Yes, good afternoon, friend!

My name is Slàfá, what's your name?

My name is Tom.

Tom, let's shake hands!

USEFUL EXPRESSIONS

lé ué kǎ?

What is it? What's wrong?

í sè!

GRAMMAR POINTS AND DRILLS

1. Moving Slot Drill

Make substitutions in the appropriate places.

Teacher

pélé ká ɲí
kòlò
ká tí

1. wúló
2. ncni
3. ká ɲí
4. nyéé
5. sulón
6. tisá
7. ká tí
8. misón
9. ká ɲí
10. ncni
11. wúló
12. kòlò
13. ká tí
14. nyéé
15. pélé
16. sulón
17. ká ɲí
18. tisá
19. ká tí
20. kòlò

Students

pélé ká ɲí
kòlò ká ɲí
kòlò ká tí

1. wúló ká tí
2. ncni ká tí
3. ncni ká ɲí
4. nyéé ká ɲí
5. sulón ká ɲí
6. tisá ká ɲí
7. tisá ká tí
8. misón ká tí
9. misón ká ɲí
10. ncni ká ɲí
11. wúló ká ɲí
12. kòlò ká ɲí
13. kòlò ká tí
14. nyéé ká tí
15. pélé ká tí
16. sulón ká tí
17. sulón ká ɲí
18. tisá ká ɲí
19. tisá ká tí
20. kòlò ká tí

NEW VOCABULARY

tùmàlálá	greens
Boli	goat
téé	chicken

2. Response Drill (flashcard cues)
Answer these questions "yes."

Flashcard - Teacher

tùmàlálá ká ɲí?
Boli ká ɲí?
télél ká ɲí?

Students

oowél.
oowél.
oowél.

Use the following flashcards:

- | | |
|----------|-------------|
| 1. wúlú | 6. tùmàlálá |
| 2. Boli | 7. ncnf |
| 3. nyéél | 8. tísā |
| 4. sulŋ | 9. télél |
| 5. misɛŋ | 10. kɔlɔ |

3. Response Drill (flashcard cues)
Answer these questions "no."

Flashcard

Teacher

Students

wúlú	ncnf ká ɲí?	kpáà.
tùmàlálá	misɛŋ ká ɲí?	kpáà.
nyéél	Boli ká ɲí?	kpáà.

(Continue with flashcards used in exercise 2.)

4. Discrimination Drill (flashcard cues)

Respond "yes" or "no" if it is a question. Do not respond if it is a statement.

Flashcard

Teacher

Students

wúlú	wúlú ká ɲí?	oowél.
wúlú	wúlú ká ɲí.	
ncnf	wúlú ká ɲí?	kpáà.
1. ncnf	ncnf ká ɲí.	
2. ncnf	ncnf ká ɲí?	oowél.
3. tùmàlálá	ncnf ká ɲí?	kpáà.
4. tùmàlálá	tùmàlálá ká ɲí.	
5. nyéél	tùmàlálá ká ɲí?	kpáà.
6. nyéél	nyéél ká ɲí?	oowél.
7. Boli	nyéél ká ɲí?	kpáà.
8. Boli	Boli ká ɲí.	
9. télél	Boli ká ɲí?	kpáà.
10. télél	télél ká ɲí?	oowél.
11. wúlú	télél ká ɲí?	kpáà.
12. wúlú	wúlú ká ɲí.	
13. wúlú	wúlú ká ɲí?	oowél.

5. Question Response Drill (flashcard cues)

<u>Flashcard</u>	<u>Teacher</u>	<u>Students</u>
téé	téé ká ní?	oowéí, téé ká ní.
ncní	sulŋ ká ní?	kpáà, ncní ká ní.
Boli	Boli ká ní?	oowéí Boli ká ní.
tisâ	kòlò ká ní?	kpáà, tisâ ká ní.

(Use all flashcards introduced so far.)

GRAMMAR POINT

Old Pattern:	wúlú ká ní?	Is this a tree?
	wúlú ká tí?	Is that a tree?
New Pattern:	lé ué ní?	What is this?
	lé ué tí?	What is that?

Substitute /ué/ for /ká/ when question words are used.

6. Response Drill (flashcards)

<u>Flashcard</u>	<u>Teacher</u>	<u>Students</u>
nyéé	lé ué ní?	nyéé ká tí.
ncní	lé ué ní?	ncní ká tí.
sulŋ	lé ué ní?	sulŋ ká tí.
téé	lé ué ní?	téé ká tí.

*(Continue with all flashcards previously used.)

7. Response Drill (flashcard-students)

The teacher will distribute flashcards to the students. Then the teacher answers the students' questions.

<u>Flashcard</u>	<u>Student</u>	<u>Teacher</u>
péíé	lé ué ní?	péíé ká tí.
1. kòlò	lé ué ní?	kòlò ká tí.
2. wúlú	lé ué ní?	wúlú ká tí.
3. nyéé	lé ué ní?	nyéé ká tí.
4. misēŋ	lé ué ní?	misēŋ ká tí.
5. Boli	lé ué ní?	Boli ká tí.
6. tùmàláá	lé ué ní?	tùmàláá ká tí.

8. Response Drill (flashcard-students)

The teacher will look at a students' flashcard and ask, "what is that?"
The student will answer.

<u>Flashcard</u>	<u>Teacher</u>	<u>Student</u>
téé	lé ué tí?	téé ká ní.
tisâ	lé ué tí?	tisâ ká ní.
Boli	lé ué tí?	Boli ká ní.

9. Chain-Response Drill

Students will ask each other about the flashcards they are holding.

<u>Student 1</u>	<u>Student 2</u>	<u>Student 3</u>
lé ué tí?		
	téé ká ní. lé ué tí?	
		péle ká ní. lé ué tí?

(Continue in this way with all the students and all the flashcards so far introduced.)

NEW VOCABULARY

gbéé who?

gbéé ká ní? Who is this?

gbéé ká tí? Who is that?

/gbéé/ is used with people, /lé/ with objects.

Kpelle Names

Male

koléè

gefóló

momóò

zinâ

see

yàà

kwelen

kóná

zòtá

ghono

Female

nyéé kwélé

kpanâ

yàtà

gbòlòmè

béndú

mùsú

musulên

zòò

kema

hawá

10. Repetition and Response Drill

The teacher will assign Kpelle names to each student. The teacher will then ask a question. After the entire class repeats it, the teacher will call on an individual, using his Kpelle name, to answer the question.

<u>Teacher</u>	<u>Students</u>	<u>Teacher</u>	<u>Student</u>
gbɛɛ ká ɲí?	gbɛɛ ká ɲí?	kɔlɛɛ	(answer)
gbɛɛ ká tí?	gbɛɛ ká tí?	yàtà	

(Continue until all the students have responded individually.)

11. Flashcard Repetition Drill

The teacher will introduce two male faces on flashcards, name them /tɔm/ and /tótó/ and two female faces, /yàtà/ and /mùsú/.

<u>Flashcard</u>	<u>Teacher</u>	<u>Students</u>
tɔm	tɔm ué tí.	tɔm ué tí.
1. tótó	tótó ká tí.	tótó ká tí.
2. mùsú	mùsú ká tí.	mùsú ká tí.
3. yàtà	yàtà ká tí.	yàtà ká tí.
4. tɔm	tɔm ká tí.	tɔm ká tí.
5. tótó	tótó ká tí.	tótó ká tí.
6. yàtà	yàtà ká tí.	yàtà ká tí.
7. mùsú	mùsú ká tí.	mùsú ká tí.
8. tótó	tótó ká tí.	tótó ká tí.
9. tɔm	tɔm ká tí.	tɔm ká tí.
10. yàtà	yàtà ká tí.	yàtà ká tí.

12. Flashcard-Response Drill

The teacher will present one of the four cards used above, ask who it is, and the students will respond.

<u>Flashcard</u>	<u>Teacher</u>	<u>Students</u>
tótó	gbɛɛ ká ɲí?	tótó ká tí.
1. mùsú	gbɛɛ ká ɲí?	mùsú ká tí.
2. tɔm	gbɛɛ ká ɲí?	tɔm ká tí.
3. yàtà	gbɛɛ ká ɲí?	yàtà ká tí.

Remember that /___ ká ɲí/ means "this is __," and /___ ká tí/ means "that is ___."

13. Moving Slot Drill

Teacher

tom ká tf
tótó
ɲí

1. yàtà
2. tf
3. mùsú
4. ɲí
5. koléè
6. tf
7. gbòlòme
8. zóò
9. ɲí
10. tom
11. tf
12. gefóló
13. ɲí
14. yàtà
15. wèlè
16. tf

Students

tom ká tf.
tótó ká tf.
tótó ká ɲí.

- | | | |
|------------|----|-----|
| 1. yàtà | ká | ɲí. |
| 2. yàtà | ká | tf. |
| 3. mùsú | ká | tf. |
| 4. mùsú | ká | ɲí. |
| 5. koléè | ká | ɲí. |
| 6. koléè | ká | tf. |
| 7. gbòlòme | ká | tf. |
| 8. zóò | ká | tf. |
| 9. zóò | ká | ɲí. |
| 10. tom | ká | ɲí. |
| 11. tom | ká | tf. |
| 12. gefóló | ká | tf. |
| 13. gefóló | ká | ɲí. |
| 14. yàtà | ká | ɲí. |
| 15. wèlè | ká | ɲí. |
| 16. wèlè | ká | tf. |

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

PRONUNCIATION PRACTICE

Listen carefully to each word twice, then repeat after your instructor.

/y/	séyé	leye	
	sóyó	scye	
	tcyi	leyi	
/s/	sále	seye	scɛ
	sása	sélé	sólí
	samasɛɛ	sélɛɛ	sua
/ɔw/	ɔwána	ɔwéyé	
	ɔwélí	ɔwolâ	
	ɔwcni	ɔwúnú	

Listen to each of the following pairs twice. Then repeat, distinguishing the initial consonants.

/ɔw - ny/	ɔwéyé	nyéé
	ɔwcni	nyíí
	ɔwúnú	nyómó
	ɔwélí	nyín
	ɔwolâ	nyalɛɛ

Listen and repeat each of the following pairs:

/o - ɔ/	tóó	tóó
	wóló	wóló
	kpóló	kpóló
	won	won
	kpón	kpón

MORE ON MEETINGS AND GREETINGS

"yaâ túá?" translated literally means "you have remained?" This expression is freely rendered as "good afternoon," as it may be used from noon to dusk. The answer "yaâ pá?" means "you have come?" When you greet a person, Kpelle courtesy demands that you call him by his name, if you know it. If you don't, use a substitute word, such as ñálón "man," or nwélí "friend."

GREETING PRACTICE

Your instructor will call on two of you, at a time, to come up before the class and act out a short dialogue. You will exchange greetings, find out each other's name, and end by shaking hands.

SUPPLEMENTARY NOTEBOOK

From now on, in addition to your language text, you should bring a notebook to class in order to keep a record of the extra materials you will be given. These will include specialized vocabularies, expressions, notes on usages, and any materials and suggestions your instructor might consider useful.

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Slàfá sees Tom one morning and asks him about himself.

Slàfá:	Tom, nele wáá!	Good morning, Tom!
Tom :	èè, Slàfá, nele wáá!	Yes, Slàfá, good morning!
Slàfá:	mó má, í pótál uà mí?	Tell me, where is your home?
Tom :	ná kùlà àmélékà, ná taai uà Broken Bow.	I come from America. My town is Broken Bow.
Slàfá:	lé ué yaa kélí Bè?	What are you doing here?
Tom :	ná pà Bè kòlò lél.	I came here to teach school.

USEFUL EXPRESSIONS

í píél.	please
ué tí?	Isn't that so? n'est pas?

GRAMMAR POINTS AND DRILLS

1. Transformation Drill

Change the teacher's statement into a question.

Teacher

mómódó ká tí.
tótó ká ní.

1. m̀̀̀́ ká ní.
2. masa ká tí.
3. gefóló ká ní.
4. gb̀̀̀̀ ká tí.
5. yàtà ká tí.
6. zinâ ká ní.
7. tom ká ní.
8. see ká tí.

Students

mómódó ká tí?
tótó ká ní?

1. m̀̀̀́ ká ní?
2. masa ká tí?
3. gefóló ká ní?
4. gb̀̀̀̀ ká tí?
5. yàtà ká tí?
6. zinâ ká ní?
7. tom ká ní?
8. see ká tí?

2. Response Drill

Respond to the teacher's question.

Teacher

zinâ ká tí?
m̀̀̀́ ká tí?
gb̀̀̀ ká tí?

1. masa ká tí?
2. gb̀̀̀ ká tí?
3. tom ká tí?
4. gb̀̀̀̀ ká tí?
5. yàtà ká tí?
6. gefóló ká tí?
7. mómódó ká tí?
8. gb̀̀̀ ká tí?
9. see ká tí?
10. tótó ká tí?
11. gb̀̀̀̀ ká tí?
12. gb̀̀̀ ká tí?
13. see ká tí?
14. zinâ ká tí?
15. gb̀̀̀ ká tí?
16. gb̀̀̀̀ ká tí?

Student

oowéì, zinâ ká ní.
kpáà, yàtà ká ní.
tótó ká ní.

1. oowéì, masa ká ní.
2. gefóló ká ní.
3. kpáà, m̀̀̀́ ká ní.
4. kpáà, tom ká ní.
5. oowéì, yàtà ká ní.
6. oowéì, gefóló ká ní.
7. kpáà, masa ká ní.
8. zinâ ká ní.
9. oowéì, see ká ní.
10. kpáà, mómódó ká ní.
11. oowéì, gb̀̀̀̀ ká ní.
12. masa ká ní.
13. kpáà, gefóló ká ní.
14. oowéì, zinâ ká ní.
15. mómódó ká ní.
16. oowéì, gb̀̀̀̀ ká ní.

NEW VOCABULARY

káá ... l^{*} progressive "ing" marker

lɪ go

pá come

dùkɔ Monrovia

tótótà totota

* not translatable.

GRAMMAR POINT

New Pattern: tom káá lɪl dùkɔ.

Tom is going to Monrovia.

tom káá pál dùkɔ.

Tom is coming to Monrovia.

/káá/ is placed before the verb stem and /l/ after it to mark the present progressive form. Therefore, [káá] + [lɪ] + [l] (/káá lɪl/) means "going," and [káá] + [pá] + [l] (/káá pál/) means "coming."

3. Repetition Drill

Teacher

tom káá lɪl dùkɔ.

zinâ káá pál dùkɔ.

1. tótó káá pál tótótà.
2. masa káá lɪl tótótà.
3. yàtà káá lɪl dùkɔ.
4. mùsú káá pál dùkɔ.
5. zinâ káá pál tótótà.
6. gbɔlɔmè káá lɪl tótótà.
7. see káá pál dùkɔ.
8. gefɔlɔ káá pál tótótà.
9. momɔɔ káá lɪl tótótà.
10. masa káá lɪl dùkɔ.

Students

tom káá lɪl dùkɔ.

zinâ káá pál dùkɔ.

1. tótó káá pál tótótà.
2. masa káá lɪl tótótà.
3. yàtà káá lɪl dùkɔ.
4. mùsú káá pál dùkɔ.
5. zinâ káá pál tótótà.
6. gbɔlɔmè káá lɪl tótótà.
7. see káá lɪl dùkɔ.
8. gefɔlɔ káá pál tótótà.
9. momɔɔ káá lɪl tótótà.
10. masa káá lɪl dùkɔ.

4. Substitution Drill

Teacher

tom káá pál dùkóó.
lí

Students

tom káá pál dukóó.
tom káá líl dùkóó.

1. pá

2. lí

3. pá

4. lí

5. Moving Slot Drill

Teacher

tótó káá líl dùkóó.
tótótà

Students

tótó káá líl dùkóó.
tótó káá líl tótótà.

1. pá

1. tótó káá pál tótótà.

2. zinâ

2. zinâ káá pál tótótà.

3. dùkóó

3. zinâ káá pál dùkóó.

4. lí

4. zinâ káá líl dùkóó.

5. tótótà

5. zinâ káá líl tótótà.

6. tom

6. tom káá líl tótótà.

7. pá

7. tom káá pál tótótà.

8. mùsú

8. mùsú káá pál tótótà.

9. dùkóó

9. mùsú káá pál dùkóó.

10. yàtà

10. yàtà káá pál dùkóó.

11. lí

11. yàtà káá líl dùkóó.

12. pá

12. yàtà káá pál dùkóó.

13. tótótà

13. yàtà káá pál tótótà.

14. tótó

14. tótó káá pál tótótà.

15. lí

15. tótó káá líl tótótà.

pɛlɛl	lɛ	to the house
nyɛl	lɛ	to the waterside
kɔlɔpɛlɛl	lɛ	to the school
taɛl		to town

Old Pattern:	mùsú káá ɪfɪ d̀ùkɔ́ɔ.	Musu is going to Monrovia.
New Pattern:	mùsú káá ɪfɪ p̀éɪɪfɪ ɪá.	Musu is going to the house.

Unlike English prepositions, the postpositions in Kpelle are more dependent on the preceding verb for their meaning. /l6/ in this case is translated as "to," "towards," or "at."

tótó káá lfi pèlèl ló.
tótó káá lfi dùkso.
tótó káá pàl dùkso.

1. pá	6. mùsú	11. òéíéí lá	16. taai
2. taai	7. kòlòpéíéí lá	12. tom	17. tòtótà
3. yàtà	8. tòtó	13. òyáí lá	18. pá
4. òyáí lá	9. taai	14. lí	19. tòtó
5. lí	10. pá	15. yàtà	20. òéíéí lá

NEW VOCABULARY

mí? where

/tom káá lfi mí?/ Where is Tom going?

8. Response Drill (verbal cue)

Answer the teacher using the word he gives.

Teacher	Verbal Cue	Student
yàtà káá lfi mí?	tótótà	yàtà káá lfi tótótà.
mùsú káá lfi mí?	ǐéíéí lá	mùsú káá lfi ǐéíéí lá.
tótó káá lfi mí?	taai	tótó káá lfi taai.

Continue using the following verbal cues.

- | | |
|-------------|------------------|
| 1. tótótà | 8. ǐéíéí lá |
| 2. ǐéíéí lá | 9. òùkòó |
| 3. òùkòó | 10. kòlòpéíéí lá |
| 4. òyáí lá | 11. òyáí lá |
| 5. lá | 12. tótótà |
| 6. tótótà | 13. ǐéíéí lá |
| 7. taai | 14. taai |

GRAMMAR POINT

Old Pattern: yàtà káá lfi tótótà.

Yata is going to totota.

New Pattern: òá káá lfi tótótà.

I am going to totota.

òá káá lfi I am going
 í káá lfi you are going
 ò káá lfi he, she, it is going.

Note that the third person is expressed by lowering the tone and voicing the initial consonant of /káá/. (Thus, /òkáá/ is pronounced /òkáá/.)

Remember that this set of pronouns operates with /káá/. Other pronouns will be presented later.

9. Moving Slot Drill

Teacher

tótó káá lfi dùkso.
káá

- | | | |
|---------|--------|--------|
| 1. ná | 3. pái | 5. káá |
| 2. zinā | 4. í | 6. lfi |

Students

tótó káá lfi dùkso.
káá lfi dùkso.

- | | |
|----------|----------|
| 7. ná | 9. í |
| 8. monró | 10. tótó |

NEW VOCABULARY

kú	we (you and I)
kwa	we (the entire group)
ka	you (plural)
dí	they

GRAMMAR POINT

Old Pattern: ná káá lfi dùkso.

New Pattern: kú káá lfi dùkso.

kwa káá lfi dùkso.

I am going to Monrovia.

We are going to Monrovia.

We are going to Monrovia.

Note that there are two forms of pronouns meaning "we" /kú/, which refers to the speaker and only one listener, (you and I), and /kwa/ which refers to the whole group being addressed (all of us).

10. Response Drill

Teacher

kú káá lfi dùkso?

kwa káá lfi tótótà?

1. kú káá lfi pélélí lá?
2. kú káá lfi taaí?
3. kwa káá lfi nyáí lá?
4. kú káá lfi kòlòpélélí?
5. kwa káá lfi dùkso?

(Continue until pronouns are memorized.)

Students

kú káá lfi dùkso.

kwa káá lfi tótótà.

11. Transformation Drill

Change the following questions with singular forms into statements with plural forms.

Teacher

ḡá káá lfl taai?
tótó káá lfl taai?

- | | |
|----------|---------|
| 1. f | 6. f |
| 2. káá | 7. káá |
| 3. momóó | 8. zinâ |
| 4. ḡá | 9. f |
| 5. tom | 10. ḡá |

Students

kú káá lfl taai.
di káá lfl taai.

12. Moving Slot Drill

Teacher

ḡá káá pál taai.
pélél lá

- | | |
|-----------------|------------|
| 1. káá | 12. ká |
| 2. lfl | 13. tótótà |
| 3. f | 14. tótó |
| 4. kú | 15. ḡá |
| 5. dùkóó | 16. taai |
| 6. di | 17. káá |
| 7. ḡá | 18. lfl |
| 8. káá pélél lá | 19. f |
| 9. káá | 20. kú |
| 10. pál | 21. pál |
| 11. f | 22. ḡá |

Students

ḡá káá pál taai.
ḡá káá pál pélél lá.

NEW VOCABULARY

ṭaaɪ	ʒu	in town
pɛɪɛɪ	mù	in the house
kɔɪɔpɛɪɛɪ	mù	in school
nyáa	lá	at the river

•/sù/ means "in, at" while /mù/ means "in, under." /lá/ is best translated as "at (the place of)." In Kpelle, the sense of the post-position is determined by the verb used.

13. Substitution Drill

Teacher

ḡá káá pál dùkɔɔ.
ṭaaɪ ʒu.

Students

ḡá káá pál dùkɔɔ.
ḡá káá pál ṭaaɪ ʒu.

- | | | | |
|--------------|----|--------------|----|
| 1. kɔɪɔpɛɪɛɪ | mù | 7. kɔɪɔpɛɪɛɪ | mù |
| 2. pɛɪɛɪ | mù | 8. pɛɪɛɪ | mù |
| 3. nyáɪ | lá | 9. dùkɔɔ | |
| 4. tótótà | | 10. nyáɪ | lá |
| 5. pɛɪɛɪ | mù | 11. ṭaaɪ | ʒu |
| 6. ṭaaɪ | ʒu | 12. pɛɪɛɪ | mù |

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

Pronounce each of the following words after listening twice to each:

/kp/	kpáà	kpélé	kpóló
	kpánà	kpɛlc	kpón
	kpálàn	kpíní	kpóó
	kpákpá	kpɪŋ	kpólù

Listen carefully to distinguish the short vowels from the long ones and then repeat.

/v - vv/	lá	láá
	té	téé
	mí	míí
	lé	léé
	tí	tíí
	ló	lóó
	lí	líí
	kó	kóó

All vowels except /e/ and /o/ are nasalized following a nasal consonant (i.e. m, n, ny, ŋ, ŋw). Listen to the following words twice and then repeat.

/ŋ/	manan	nân	nyá	ŋáí	ŋwáná
	mala	ncní	nyalêŋ	ŋáná	ŋwéíí
	mcni	níá	nyéé	ŋɛlc	ŋwéyɛ
	mù	niŋa	nyíí	ncnc	ŋwɛni
	mumúù	nú	nyóóó	ŋííí	ŋwúnú

In the following words, as there are no preceding nasal consonants, the nasal vowels are indicated by tildes. Listen and repeat these words by pairs:

wõ	sõ
fãa	tẽc
fãa	tãa
pwẽyẽ	twẽya
twãla	kwẽlẽ

Distinguish between the high and mid tones. Listen and repeat.

/tones/	ḡóá	Boli
	nyẽẽ	nyee
	ḡwúnú	manan
	lḡḡlú	lee
	kpélé	feele
	séyé	seye
	pélẽ	pele
	kwélé	kweli

DIALOGUE PRACTICE

In this dialogue you have learned the greeting nele wáá. This is a common alternate of Baá wũ. The word pótá means either home-town, home region, or homeland.

In Kpelle you will find many phrases and idioms which utilize different words than those in the corresponding English expressions. kòlò, originally meant skin or hide. Nowadays, in addition to these, it has developed a secondary meaning which is paper, book, or any written material. At this point the class should go over the dialogue once again together. Then, the instructor will call on two people at a time to practice it with each other.

COMBINING THE DIALOGUES AND EXPRESSIONS

In order to benefit fully from the dialogues and useful expressions, you will now begin to combine these various elements in short conversations. First, you will quickly review the dialogues and expressions from the first two lessons. After you have done this, your instructor will call on two people at a time to carry on a short conversation of at least six lines. Try to make your dialogue sound authentic. Remember to use your Kpelle names that were assigned to you in the last lesson. Don't worry about making a mistake; your instructor will help you.

Here are some possible combinations:

1.)

A: Ɔaã wú?

B: èè, ɣwɛlɪ, Ɔaã wú?

A: kú mɛni ɛɛ?

B: mɛni nyɔmɔ dà fé ɛɛ?

A: ɣá láá uà kɔlɛɛ, í láá uà gbɛɛ?

B: ɣá láá uà mɔmɔɔ.

A: kɔlɛɛ, kú fãã kɛ!

(End with a well executed handshake.)

2.)

A: tótó, ɣele wáá!

B: èè, zíná, ɣele wáá!

A: í kòlò káá lé?

B: ɣá kòlò pónó wɛl, yááɣ?

A: ɣá ɣalá sɛɛ fé!

B: í píél, mɔ má, lé ué yaa kɛl ɛɛ?

A: ɣá pà ɛɛ kòlò lɛl.

These are merely suggestions. Try to make up as many different dialogues as possible.

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - An invitation.

Tom : Slàfá, ñele wíf!	Good evening, Siafa!
Slàfá : Tom, yaâ pá?	Tom, good evening!
Tom : í káá lfi mí?	Where are you going?
Slàfá : ñá káá lfi ñá kélà naa káál.	I'm going to visit my uncle.
Tom : ñá pá kú lí?	Should I come along?
Slàfá : ẽẽ, ñaa ñwélíí kú feelc kú lí.	Yes, I want us to both go.

USEFUL EXPRESSIONS

òó wónò ñá ñcni!	Say it again so I can understand it. (" I can hear it.")
nyà ká tí!	that's it!

GRAMMAR POINTS AND DRILLS

1. Transformation Drill (Review)

Change the following statements into questions using the appropriate pronouns.

Teacher

tótó káá pái ̀taai sù.

ḡá káá lfi dùkóó.

Students

̀káá pái ̀taai sù?

f káá lfi dùkóó?

1. ̀káá lfi p̀é1é1 lá.
2. f káá pái ñyá1 lá.
3. mùsú káá pái k̀ò1òp̀é1é1 mù.
4. kú káá lfi taai.
5. di káá lfi tótótà.
6. zinā káá pái p̀é1é1 mù.
7. ká káá pái ñyá1 lá.
8. ḡá káá lfi dùkóó.
9. yàtà káá lfi taai.
10. ̀káá pái p̀é1é1 mù.
11. f káá pái ñyá1 lá.
12. tom káá lfi k̀ò1òp̀é1é1.
13. kú káá lfi taai.
14. di káá pái tótótà.
15. ká káá pái p̀é1é1 mù.
16. ḡá káá lfi ñyá1 lá.
17. mùsú káá lfi dùkóó.
18. f káá pái ̀taai sù.
19. ̀káá pái k̀ò1òp̀é1é1 mù.
20. tótó káá lfi p̀é1é1 lá.

1. ̀káá lfi p̀é1é1 lá?
2. ḡá káá pái ñyá1 lá?
3. ̀káá pái k̀ò1òp̀é1é1 mù?
4. ká káá lfi taai?
5. di káá lfi tótótà?
6. ̀káá pái p̀é1é1 mù?
7. kú káá pái ñyá1 lá?
8. f káá lfi dùkóó?
9. ̀káá lfi taai?
10. ̀káá pái p̀é1é1 mù?
11. ḡá pái ñyá1 lá?
12. ̀káá lfi k̀ò1òp̀é1é1?
13. ká káá lfi taai?
14. di káá pái tótótà?
15. kú káá pái p̀é1é1 mù?
16. f káá lfi ñyá1 lá?
17. ̀káá lfi dùkóó?
18. ḡá káá pái ̀taai sù?
19. ̀káá pái k̀ò1òp̀é1é1 mù?
20. ̀káá lfi p̀é1é1 lá?

GRAMMAR POINT

Old Pattern: ḡá káá lfl.

I am going.

New Pattern: ḡá káá ᑭá mfl.

I am eating rice.

/lfl/ "to go," is intransitive in Kpelle as it is in English: that is, it cannot take an object. The verb /mfl/ "to eat" is transitive in Kpelle and thus requires an object. Remember, the object comes before the verb. For example:

ḡá káá nyéé mfl.	(I am eating a fish.)
ḡá káá kófé kpéléí.	(I am drinking coffee.)
káá téé mfl.	(He is eating a chicken)

NEW VOCABULARY

kpélé	to drink
mfl	to eat
ᑭá	cooked rice
molon	uncooked rice
tóúló	palm wine
yá	water
kófé	coffee

2. Substitution Drill (flashcards)

Teacher - Flashcard

ḡá káá molon mfl
nyéé

Students

ḡá káá molon mfl
ḡá káá nyéé mfl

1. téé	3. molon	5. nyéé	7. ᑭá	9. nyéé
2. tùmáláá	4. téé	6. tùmáláá	8. nyéé	10. tùmáláá

Continue with the above pattern using the following example and words.

ḡá káá kófé kpéléí.
yá

ḡá káá kófé kpéléí.
ḡá káá yá kpéléí.

1. tóúló	3. kófé	5. yá
2. yá	4. tóúló	6. kófé

3. Response Recognition Drill

Make the appropriate response, according to the flashcard.

Flashcard	Teacher	Student
nyéé	káá bá mfi?	kpáà. káá nyéé mfi.
téé	káá téé mfi?	oowél. káá téé mfi.
1. nyéé	káá nyéé mfi?	oowél. káá nyéé mfi.
2. bá	káá téé mfi?	kpáà. káá bá mfi.
3. bá	káá bá mfi?	oowél. káá bá mfi.
4. téé	káá tùmáláá mfi?	kpáà. káá téé mfi.
5. nyéé	káá nyéé mfi?	oowél. káá nyéé mfi.
6. tùmáláá	káá téé mfi?	kpáà. káá tùmáláá mfi.
7. bá	káá bá mfi?	oowél. káá bá mfi.
8. téé	káá tùmáláá mfi?	kpáà. káá téé mfi.
9. nyéé	káá nyéé mfi?	oowél. káá nyéé mfi.
10. tùmáláá	káá téé mfi?	kpáà. káá tùmáláá mfi.

GRAMMAR POINT

Old Pattern: káá bá mfi.

He is eating rice.

New Pattern: lé ué káá mfi?

What is he eating?

/lé/ means "what." /ué/ is an emphatic particle used with question words. The question: /lé ué káá mfi?/ may be translated as: What is he eating? or What is it that he is eating?

4. Question-Response Drill (Flashcards)

The class will answer together.

Flashcard	Teacher	Student
nyéé	lé ué ka káá mfi?	kwa káá nyéé mfi.
1. tùmáláá	lé ué ka káá mfi?	kwa káá tùmáláá mfi.
2. bá	lé ué ka káá mfi?	kú káá bá mfi.
3. téé	lé ué ka káá mfi?	kú káá téé mfi.
4. nyéé	lé ué ka káá mfi?	kwa káá nyéé mfi.
5. téé	lé ué ka káá mfi?	kú káá téé mfi.
6. bá	lé ué ka káá mfi?	kwa káá bá mfi.
7. tùmáláá	lé ué ka káá mfi?	kwa káá tùmáláá mfi.

5. Question Response Drill
Students will give individual answers.

<u>Flashcard</u>	<u>Teacher</u>	<u>Student</u>
Ḃá	lé ué í káá mǐl?	ḡá káá Ḃá mǐl.
1. tǽǽ	lé ué í káá mǐl?	ḡá káá tǽǽ mǐl.
2. tùmàlǽá	lé ué í káá mǐl?	ḡá káá tùmàlǽá mǐl.
3. nyǽǽ	lé ué í káá mǐl?	ḡá káá nyǽǽ mǐl.
4. Ḃá	lé ué í káá mǐl?	ḡá káá Ḃá mǐl.

(Continue with each student.)

6. Substitution Drill

<u>Teacher</u>	<u>Student</u>
ḡá káá Ḃá mǐl.	ḡá káá Ḃá mǐl.
tùmàlǽá	ḡá káá tùmàlǽá mǐl.
tóúlǝḡ kpélél	ḡá káá tóúlǝḡ kpélél.
kǝfé	ḡá káá kǝfé kpélél.

- | | |
|----------------|----------------|
| 1. yá | 7. yá |
| 2. tóúlǝḡ | 8. tóúlǝḡ |
| 3. sua mǐl | 9. tùmàlǽá mǐl |
| 4. tùmàlǽá | 10. mǝlǝḡ |
| 5. nyǽǽ | 11. tǽǽ |
| 6. kǝfé kpélél | 12. Ḃá |

7. Chain Drill

Teacher :	í káá kǝfé kpélél?
Student 1:	kpáá. ḡá káá yá kpélél. í káá Ḃá mǐl?
Student 2:	oowél. ḡá káá Ḃá mǐl. í káá tóúlǝḡ kpélél?
Student 3:	kpáá. ḡá káá kǝfé kpélél. í káá nyǽǽ mǐl?

(Continue this way with each student. Students may answer "yes" or "no.")

GRAMMAR POINT

Old Pattern: lé ué í káá ñíí?

What are you eating?

New Pattern: lé ué yaa ñíí?

What are you eating?

(What do you eat in general?)

Note that the pronoun used in the New Pattern, /yaa/ is different from the previous /í káá/. This pronoun indicates a "generalized present" tense, which will be presented later in the text.

8. Question-Response Chain Drill

The teacher asks Student 1 a question, Student 1 responds and then asks Student 2 a question and Student 2 responds.

Teacher : lé ué yáá ñíí?

Student 1 : ñá káá bá mfi.
lé ué yàà ñíí?

Student 2 : ñá káá tée mfi.
lé ué yàà ñíí?

(Continue in this way with each student. The teacher can prompt students with the words /tée, bá, nyée, tùmáláá./)

9. Question-Response Chain Drill

Teacher : lé ué káá ñíí?

Student 1 : lé ué yàà ñíí?

Student 2 : ñá káá tùmáláá mfi.

Student 1 : káá tùmáláá mfi.

(Continue in this way with each student. The teacher will prompt the student when necessary.)

NEW VOCABULARY

manan cassava

sua meat

(Repeat drills 4 thru 7 until the new vocabulary items are memorized.)

GRAMMAR POINT

Old Pattern: nyéé ká ɲí.
 yá ká ɲí.

This is a fish.
 This is water.

New Pattern: ñyééí ká ɲí.
 ñyáí ká ɲí.

This is the fish.
 This is the water.

Words which begin with nasal consonants are made specific by lowering the tone on the nasal and adding /i/ to the end.

Words beginning with /y/ or /ny/ → /ñy/
 /yá/ → /yáí/

Words beginning with /m/ → /m̃/: /misɛɲ/ → /m̃isɛɲ/

Words beginning with /n/ → /ñ/: /ncnɪ/ → /ñcnɪi/

Words beginning with /ŋ/ → /ŋ̃/: /ŋilâ/ → /ŋ̃ilâi/

Note that words ending in /ŋ/ do not end with /i/ in the specific form.

NEW VOCABULARY

ɲilâ a dog
 nɪɲa a cow
 náíón a man (alternate to /sulɪŋ/)

10. Recognition-Response Drill

Flashcard

yá
misɛŋ
nɛnɪ
ŋilâ
mɔlɔŋ
manan
nyɛɛ
niŋa

Student

nyáɪ ká ŋɪ
misɛŋ ká ŋɪ
nɛnɪ ká ŋɪ
nɪlâɪ ká ŋɪ
mɔlɔŋ ká ŋɪ
manan ká ŋɪ
nyɛɛɪ ká ŋɪ
niŋal ká ŋɪ

11. Transformation Drill

Change these nouns to the specific form.

Teacher

ŋá káá misɛŋ mɪ.
yá ká ŋɪ.

1. mɔlɔŋ ká tɪ.
2. nɛnɪ ká tɪ.
3. yá ká tɪ.
4. ŋilâ ká tɪ.
5. ŋá káá misɛŋ mɪ.
6. ɪ káá manan mɪ.

Student

ŋá káá misɛŋ mɪ.
nyáɪ ká ŋɪ.

7. káá nyɛɛ mɪ.
8. di káá misɛŋ mɪ.
9. niŋa ká ŋɪ.
10. ŋilâ ká ŋɪ.
11. náɪɔŋ ká ŋɪ.
12. nɛnɪ ká ŋɪ.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

PRONUNCIATION PRACTICE

Listen and repeat:

/gb/	gbai	gbcɛ	gbfà
	gbíll	gbuũ	gbinɛŋ
/kp - gb/		kpáà	gbfà
		kpón	gbuũ
		kpéé	gbcɛ
		kpéíé	gbíll
		kpé	gbai

Remember that the low-toned /k̀p/ is pronounced as /g̀b/. Listen carefully to the following items and repeat them by pairs:

/kp - k̀p/	kpóló	k̀pólól
	kpánà	k̀pánàí
	kpón	k̀pón
	kpólò	k̀pólòí
	kpálàn	k̀pálàn

Repeat the following words paying close attention to the low tones:

/low tone/

fǎà	kòlò	pòlò
tòndò	kǎlà	twǎlà

Relatively few nouns and verbs take the low tone throughout in their base form. However, the low tone is used for the past tense of the verb.

Practice the following distinctions:

/high-low/	pá	pà
	lí	lì
	wóló	wòlò
	képété	kèpètè
	ṣélén	ṣèlèn
	képélé	kèpèlè

MORE COMMON EXPRESSIONS

When you greet someone in the evening, you say nele wíf! This is like nele wáá! 'good day.' The word nele means day or sky, depending on the context.

Another idiom used in this dialogue is naa káá 'to visit.' Literally this means 'there see.'

DIALOGUE PRACTICE

Your instructor will call on you in pairs to practice the dialogue. After you have done this, the class will again go through the dialogue, each person taking one line. The first student will start with Tom's line, slàfá, nele wíf! The second student will do Slàfá's line; the third will do Tom's second line, and so on until each student has had a turn.

FINDING OUT HOW TO SAY IT

Probably one of the most useful phrases you can learn at this point is, 'How do you say _____ in kpelle?' Repeat this question after your instructor using 'book' as a practice word:

daa 'book' toli lé kpelcwò ṣù?

After everyone can say this satisfactorily, you will practice it with each other, substituting for 'book' other English words that you have already learned in Kpelle.

Practice this in the following way:

- Student 1: daa 'food' toli lé kpelcwò ṣù?
- Student 2: misên
daa 'tree' toli lé kpelcwò ṣù?
- Student 3: wúlú
daa 'man' toli lé etc.

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Slàfá brings Tom to see his uncle, Sakí.

Slàfá: ná kélà wǝ pélé ká ní.

This is my uncle's house.

nân! nele wíí!

Father!¹ Good evening.

Sakí : èè, Slàfá, kaâ pá?

Yes, Slàfá, you have come.

Slàfá: nân, ná pà là ná lélél í naa káál.

Father, I brought my good friend to see you.

Sakí : mcní lélél ué, kú fǎál ké.

That's good, let's shake hands!

Tom : síb pòlò, nele wíí!

Good evening old man.²

¹ father (nân): the brothers of one's father are called father.

² old man (síb pòlò): this is a respectful way of addressing an elderly man.

USEFUL EXPRESSIONS:

pá kú mcní bó!

Come, let's talk, palaver!

kó nà!

Try it out! ("fight on it!")

GRAMMAR POINTS AND DRILLS

1. Moving Slot Drill (Review)

Use the non-specific form.

Teacher

káá kòlò káál
 ḡá
 tēē

Students

káá kòlò káál
 ḡá káá kòlò káál
 ḡá káá tēē káál

- | | | | |
|-------------|-----------|----------|--------------|
| 1. mfi | 8. káá | 15. ḡá | 22. kú |
| 2. f | 9. ka | 16. kòlò | 23. ka |
| 3. tùmàlálá | 10. di | 17. B́á | 24. tùmàlálá |
| 4. nyéē | 11. manaq | 18. mfi | 25. kaa |
| 5. káá | 12. ḡilâ | 19. tēē | 26. není |
| 6. pélél | 13. yá | 20. yaa | 27. kòlò |
| 7. ḡálónḡ | 14. tēē | 21. káá | 28. káá |

2. Question-Response Chain Drill (Review)

Teacher : f káá lfi mfi?
 (dùkòò)
 (pélélí lá)

Student 1 : ḡá káá lfi dùkòò.
 f káá lfi mfi?

Student 2 : ḡá káá lfi péléli lá.

(Continue this drill with all the students. The teacher should prompt students if necessary.)

3. Chain Response Drill (Review)

Teacher : lé ué yaa káál?

Student 1 : ḡá káá tisâ, káál.
 lé ué yaa káál?

Student 2 : ḡá káá tēē káál.

(Continue with each student. The teacher may provide flashcards as prompters.)

GRAMMAR POINT

Unvoiced stops at the beginning of words are changed to voiced stops with the specific. The tone is also lowered.

/p/	pé1é	→	/p̥/	p̥é1é1
/t/	tùmàláá	→	/t̥/	t̥ùmàláá1
/k/	kò1ò	→	/k̥/	k̥ò1ò1
/kp/	kpálàṅ	→	/kp̥/	k̥pálàṅ
/f/	fó1ó	→	/f̥/	f̥ó1ó1
/s/	scṅ	→	/s̥/	s̥cṅ

You will notice that while the low-toned /p̥/, /t̥/, /k̥/, etc., are actually voiced (i.e. pronounced as /b/, /d/, /g/, etc.), the spelling used in the non-specific form has been retained.

NEW VOCABULARY

kpálàṅ	farm
fó1ó	sun
scṅ	thing
káá	to see

ṅá káá p̥é1é1 káá1. I see (am seeing) the house.

Remember to distinguish between /káá/ "progressive marker" and /káá/ "to see."

4. Repetition Drill

Teacher

f káá k̥pálàṅ káá1
ṅá káá f̥ó1ó1 káá1

1. kú káá scṅ káá1.
2. di káá p̥é1é1 káá1.
3. ṅá káá t̥ùmàláá1 káá1.
4. f káá k̥pálàṅ káá1.
5. káá k̥ò1ò1 káá1.

Students

f káá k̥pálàṅ káá1
f káá f̥ó1ó1 káá1

6. kwa káá f̥ó1ó1 káá1.
7. ká káá scṅ káá1.
8. ṅá káá t̥é1é1 káá1.
9. f káá ṅilâi káá1
10. káá k̥pálàṅ káá1.

5. Recognition-Response Drill (flashcard cues)
Answer with the specific form.

Flashcard	Teacher	Students
pélé	lé ué nǐ?	péléi ká tí.
kòlò	lé ué nǐ?	kòlòi ká tí.
1. nílâ	lé ué nǐ?	nílâi ká tí.
2. tée	lé ué nǐ?	téei ká tí.
3. tùmàláá	lé ué nǐ?	tùmàláai ká tí.
4. kòlò	lé ué nǐ?	kòlòi ká tí.
5. pélé	lé ué nǐ?	péléi ká tí.
6. nǐnǎ	lé ué nǐ?	nǐnǎi ká tí.
7. fóló	lé ué nǐ?	fólói ká tí.
8. nɛnɪ	lé ué nǐ?	nɛnɪi ká tí.
9. misɛŋ	lé ué nǐ?	misɛŋi ká tí.
10. sulɔŋ	lé ué nǐ?	sulɔŋi ká tí.

GRAMMAR POINT

Old Pattern:	nǎ kǎá wúlú kǎáɪ.	I am seeing a tree.
New Pattern:	nǎ kǎá ñwúlfi kǎáɪ.	I am seeing the tree.

In changing a noun from its general to specific form, the following four initial consonants undergo the following changes:

/b/ → /m/,	as	Boli → molii
/l/ → /n/	as	lee → ñeei
/y/ → /ny/	as	yá → ñyáɪ
/w/ → /ñw/	as	wúlú → ñwúlfi

Note the change of /wúlú/ to /ñwúlfi/ is irregular as the second /ú/ changes to /í/.

6. Repetition Drill

Teacher

mólíí ká ní.
 òyáì ká tí.

1. mál ká nf.

2. ńwúlfi ká tíf.

3. նյւթէն կա ղի.

4. molii ka tf.

Students

molií ká ɲí.
 ɲyáí ká tɪ.

5. *manan* *ká* *ní*.

6. òyáì ká tíf.

7. ñinai ká ɲí.

8. ̀gwúlfì ká tíf.

7. Repetition Drill

Repeat the following pairs of words after the teacher.

Teacher

péle péle
tùmàlǎǎ tùmàlǎǎi

1. τούκαυ - τούκαυ]

2. k313 - k3131

3. kǎlàn - kǎlàn

4. kþóló - kþólól

5. f616 - f6161

6. $scn - \dot{scn}$

7. sañe - ñañei

8. မလော့ - မလော့

9. manag - manag

1. nálon - nálon

11. nhĩ - hĩ

12. nyéé - nyéé1

13. nyfŋ - ñyfŋ

14. gwolâ - ñwolâi

Students

pé1é pè1éi
tùmàláá tùmàláái

15. nweni - ñwenii

16. nilâ - ñilâi

17. ợá lòn - ợá lòn

18. Soli - molii

19. Бѣ - маї

20. 133 - 333i

21. 14 - nái

22. leye - neyei

23. yá - nyáì

24. yéf - ònyéf

25. yèkè - ñyèkèi

26. wúlú - ñwúlfi

27. wulo - hwuloi

28. won - ñwon

8. Transformation Drill

Put the following nouns into the specific form.

<u>Teacher</u>		<u>Student</u>
misɛŋ		misɛŋ
pélɛ		pélɛi
1. nɛni	6. yá	11. sɛŋ
2. ɲilá	7. wúlú	12. kòlò
3. Boli	8. tùmàlálá	13. wulɔ
4. ɛa	9. kpálàŋ	14. yéf
5. lòò	10. fóló	15. yèkè

9. Response Chain Drill

Teacher : gbɛɛ káá pál?

Student 1 : tótó káá pál.

Teacher : gbɛɛ káá lfi?

Student 2 : mùsú káá lfi.

(The teacher will ask each student one of these questions. Then the students will question each other.)

NEW VOCABULARY

yíá	to buy
ɲilí	to cook
téé	to give
kwélé	to sell

10. Substitution Drill

Substitute verbs and nouns in the sentence: change nouns to the specific form.

<u>Teacher</u>		<u>Student</u>
ɲá káá pɛ́lɛ́i kááɪ.		ɲá káá pɛ́lɛ́i kááɪ.
yíá		ɲá káá pɛ́lɛ́i yíáɪ.
kòlò		ɲá káá kòlòɪ yíáɪ.
1. kwéle	5. tùmàlálá	9. yíá
2. téé	6. nyéé	10. manan
3. bá	7. kwéle	11. ɲílf
4. ɲílf	8. Boli	12. kááɪ

11. Question-Response Chain Drill

Teacher : káá t́éí yíáí?

Student 1 : í káá t́éí yíáí?

Student 2 : oowéí. ná káá t́éí yíáí.

The teacher will continue in this way with all of the students, using the following questions:

1. di káá k̀òlòí yíáí?

3. ka káá k̀òlòí yíáí?

2. káá k̀òlòí yíáí?

4. kú káá k̀òlòí yíáí?

GRAMMAR POINT

Old Pattern: ná káá k̀òlòí yíáí.

I am selling the book.

New Pattern: ná káá k̀òlòí t́éí tótó pó.

I am giving the book to toto.

"To (a person)" is translated by adding /pó/ after the person. For example:

tótó pó

to Toto

ñenfi pó

to the woman

ná káá manan t́éí ñálón pó.

I am giving the cassava to the man.

12. Substitution Drill

Teacher

ná káá k̀òlòí t́éí ñálón pó.
ñenfi pó

Student

ná káá k̀òlòí t́éí ñálón pó.
ná káá k̀òlòí t́éí ñenfi pó.

1. tótó pó

6. ñenfi pó

2. tisai pó

7. tótó pó

3. mùsú pó

8. tisai pó

4. ñálón pó

9. tom pó

5. yàtà pó

10. ñálón pó

13. Transformation Drill

Change the following statements into questions with /gb/.

Teacher

mùsù káá téei kwélel neni pó.
 ná káá kòlòl kwélel neni pó.

Student

gbé? káá téei kwélel neni pó?
 gbé? káá kòlòl kwélel neni pó?

1. káá manag kwélel neni pó.
2. yàtà molii kwélel neni pó.
3. ká káá nyélel kwélel neni pó.
4. tótó káá kwélel kwélel neni pó.
5. í káá pèlel kwélel neni pó.
6. nálóg káá kòlòl kwélel neni pó.
7. kwa káá téei kwélel neni pó.
8. mùsù káá mológ kwélel neni pó.
9. ná káá tùmàláál kwélel neni pó.
10. káá mál kwélel neni kwélel pó.

GRAMMAR POINT

Old Pattern: yaa téei kwélel.

You are selling a chicken.

New Pattern: lé ué yaa kwélel.

What are you selling?

When asking a question in English using a transitive verb, the word "what" takes the place of an object. In Kpelle it doesn't. In this construction, the tone is lowered in the initial consonant of the verb. This works in exactly the same way as the specifier.

lé ué yaa nyíál? What are you buying?

lé ué yaa káál? What do you see?

14. Question-Response Drill

Use the non-specific form.

Teacher

lé ué yaa kwélel?
 lé ué yaa nyál?

Student

ná káá téei kwélel.
 ná káá kòlòl yíál.

(The teacher will ask each student one of these questions. The student will respond using any appropriate noun. Then, students may ask each other the same questions.)

15. Moving Slot Drill

Teacher

ḡá káá misēḡ yíál.
kwélél

1. kólól

2. káá

3. bá

4. ḡlíl

5. manḡ

6. télél

7. tótó pó

8. ncnfi

9. kú

10. ka

11. télél

12. ḡyélél

13. kwélél

14. ḡál

15. ḡá

16. ḡolii

Student

ḡá káá misēḡ yíál.
ḡá káá misēḡ kwélél.

GRAMMAR POINT

Old Pattern: ḡá káá télél kwélél ncnfi pó.

I am selling the
chicken to the
woman.

New Pattern: ḡá káá télél kwélél í pó.

I am selling the
chicken to you.

NEW VOCABULARY

ḡá pó	to me
í pó	to you
pó	to him
kú pó	to us
ka pó	to you (plural)
dí pó	to them

*Notice that to form the third person singular, you merely lower the tone on the initial consonant of /pó/. (Remember to pronounce this /bó/.)

16. Substitution Drill

Teacher

káá kòlòlì téeì f pò.

nenfi pò.

- | | |
|-------------|--------------|
| 1. kwa | 6. f pò |
| 2. di pò | 7. pò |
| 3. hálón pò | 8. nenfi pò |
| 4. ka | 9. ná pò |
| 5. ná | 10. hálón pò |

Student

káá kòlòlì téeì f pò.

káá kòlòlì téeì nenfi pò.

17. Question-Response Drill

Teacher

gbcê káá mál yíál?

gbcê káá molii kwéìlèl?

1. gbcê káá pèlèlì káál?
2. gbcê káá kòlòlì káál?
3. gbcê káá tùmáláál kwéìlèl?
4. gbcê káá manan kwéìlèl?
5. gbcê káá ñilâi káál?

Students

ná káá mál yíál.

ná káá molii kwéìlèl.

6. gbcê káá mólón yíál?
7. gbcê káá molii yíál?
8. gbcê káá pèlèlì kwéìlèl?
9. gbcê káá taai káál?
10. gbcê káá misêñ yíál?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

PRONUNCIATION PRACTICE

Listen carefully to the "flapped" /n/ in the following words and repeat:¹

/ñ/	leñc	lónó
	ñcñc	kpónó

Now listen to the contrasting /n/'s and repeat:

/ñ - n/	kpónó	ñaná
	ñcñc	ncñf
	pñc	ñíná
	lónó	tónó

The following two tonal patterns are very common in many Kpelle words; for a speaker of English, neither should be very hard.

Repeat the words after the instructor:

/tones/	ñilâ	kpólò
	ncñf	wónò
	misêñ	kpálàñ
	tulê	kálòñ
	leyâ	kúlò

MORE IDIOMS

In the dialogue, you had the phrase mcni lélé ué meaning 'that's good.' The word mcni is the same one you learned in the greeting, kú mcni Sé? When it is used as a noun, mcni usually means news, occurrence, business, or some noteworthy activity. Thus, when you say pá kú mcni Sé!, you mean that you want to talk about the heart of the matter, in other words, to talk palaver.

¹ Even if the instructor doesn't have /ñ/ in his dialect, the class should learn his pronunciation of these words. They provide good contrasts between oral and nasal vowels.

FINDING OUT WHO'S WHO

In the fourth dialogue, when Slàfá told Tom he was going to visit his uncle, he called him kélà. In this last dialogue, however, Slàfá addressed him with the word nan meaning father. This shows that Sakí is Slàfá's elder uncle, that is, the elder brother of either Slàfá's father or mother. If Sakí were the younger uncle, Slàfá would have called him kélà. The word for mother is lee. The word for aunt, lee lôq, means literally 'little mother.'

Ask your instructor to give you at least five more words for different relatives. Make sure you understand what familial relationships these stand for. These words and accompanying notes should be put in your permanent notebook.

DECIPHERING CARTOONS

Your instructor will now read through the cartoon strip at the end of this lesson. Listen to him carefully the first time without looking at the strip. Look at him! There are several new items that he will explain for you. After you have listened to the entire strip once, you will repeat after the instructor. After going through this twice, one person at a time will cover up the balloons on his cartoon page and see if he can remember the dialogue.

CONVERSATION PRACTICE

The instructor will call on two students at a time to hold a short conversation. Try your best to make up a meaningful dialogue using everything you have learned. Don't forget to use some of the useful expressions.

Here are a few suggestions:

- 1.) A: ñálón, ñele wáá!
B: ẽc, ñwélí, ñele wáá!
A: kú mɛni ɓé?
B: mɛni nyómó dà fé ɓé.
A: ñá láá uà tokpá, í láá uà gbcɛ?
B: ñá láá uà fólómó.
A: fólómó, kú fǎá ké!
B: mò mà, í pótál uà mí?
A: ñá taai uà gbàñá.

2.)

A: yèkè, ɛaã wú?

B: ʒc, kwɛndã, ɛaã wú?

A: kú mɛni ɛé?

B: mɛni nyómɔ dà fé ɛé.

A: í káá ífí mí?

B: ɣá káá ífí pɛ́lɛ́l lá.

A: ɣá pá kú ífí?

B: ʒc, pá kú mɛni ɛó!



UNIT II



I

LESSON ONE

siàfá káá bé?

káá pèlèlì pólù.

lé vé a kèlì naa?

káá wànkónà tóòlì.

mó mà é
pá kúúwò bó
hèwéyèlì pò!

í mènì!

kpàà, ná
fé mènì.

KPELLE - UNIT II - Lesson 1

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - A man comes looking for Slàfá so he can help out our "stranger" with a few words of English.

Man :	Slàfá káá Bě?	Is Slàfá here?
Woman :	káá pélélí pólù.	He's behind the house.
Man :	lé ué a kěi naa?	What's he doing there?
Woman :	káá wààkónà tóól.	He's building a bath-kitchen. ¹
Man :	mó mà é pá kwíwò Bó ñwéyí pó!	Tell him to come so he can speak English to the stranger!
2nd Man:	í mènì?	Did you understand? (ie, did you hear it?)
Tom :	kpáà, ñá fé mènì.	No, I didn't understand.

¹ bath-kitchen (wààkónà): the local name for an outdoor bathing place.

USEFUL EXPRESSIONS

pélélí lôṇ kòò?	Where is the bathroom?
pelân ñá pólù!	Follow me!

GRAMMAR POINTS AND DRILLS

1. Flashcard-Transformation Drill (Review) Respond with the specific form.

<u>Flashcard</u>	<u>Teacher</u>	<u>Students</u>
manan	lé ué nɪ?	manan ká tɪ.
Boli	lé ué nɪ?	molii ká tɪ.
1. kòlò	lé ué nɪ?	kòlò ká tɪ.
2. wúlú	lé ué nɪ?	hwúlfi ká tɪ.
3. tisā	lé ué nɪ?	tisāi ká tɪ.
4. sulŋ	lé ué nɪ?	ʒulŋ ká tɪ.
5. tùmàlǎá	lé ué nɪ?	tùmàlǎi ká tɪ.
6. pɛlɛ	lé ué nɪ?	pɛlɛi ká tɪ.
7. yá	lé ué nɪ?	nyál ká tɪ.

(Continue with all cards which have been used so far.)

2. Flashcard-Response Drill Make an appropriate statement about the object on the flashcard. Use the specific form of the noun.

<u>Flashcard</u>	<u>Student</u>
Boli	ná káá molii káál.
tɛɛ	ná káá tɛɛi mɪ.
1. wúlú	7. niŋa
2. kpálàn	8. manan
3. Boli	9. pɛlɛ
4. fóló	10. tùmàlǎá
5. nyɛɛ	11. yá
6. Bǎ	12. wúlú

3. Moving Slot Drill

Make the substitutions in the appropriate place.

Teacher

ḡá káá lfi tótótà

ḡáá

ḡélelì mù

Students

ḡá káá lfi tótótà

ḡáá lfi tótótà

ḡáá lfi ḡélelì mù

- | | |
|--------------|------------------|
| 1. f | 5. ḡólòḡélelì lá |
| 2. dùkóó | 6. kú |
| 3. pái | 7. tótótà |
| 4. ḡélelì lá | 8. ḡáá |

4. Moving Slot Drill

Make the substitutions in the appropriate place.

Teacher

ḡáá mál mfi

ḡuail

Students

ḡáá mál mfi.

ḡáá ḡuail mfi.

- | | |
|---------------|-----------|
| 1. káál | 4. ḡá káá |
| 2. mĩsẽḡ | 5. moloḡ |
| 3. tẽẽlì f pó | 6. tẽẽlì |

GRAMMAR POINT

Old Pattern: lé ué f káá mfi?

What are you eating?

New Pattern: lé ué f káá kél?

What are you doing?

Remember, /kél/ 'to do', as well as /mfi/ is a transitive verb. Since there is no specified object in the question, the initial tone of the verb must be lowered.

5. Transformation Drill

The teacher will make a statement. The student will consider this to be the answer to a question which he must then ask.

Teacher

ḡá káá lfi dùkóó.
káá tée mfi.
di káá nyée mfi.

Students

lé ué í káá kéei?
lé ué káá kéei?
lé ué di káá kéei?

1. ḡá káá sua mfi.
2. kú káá kòlò kwélefi.
3. káá Boli yíáí.
4. kwa káá Boli yíáí.

5. káá Boli kwélefi.
6. ḡá káá nyée mfi.
7. kú káá nyée mfi.
8. di káá tée yíáí.

6. Response Drill (review)

Each student, in turn, will respond to the teacher's question with a sentence relevant to the flashcard.

Teacher

lé ué í káá kéei?
lé ué í káá kéei?
lé ué í káá kéei?
lé ué í káá kéei?

Flashcard

nyée
péle
kòlò
nálóḡ

Student (1, 2, 3)

ḡá káá nyée mfi.
ḡá káá lfi pélefi mù.
ḡá káá kòlò kwélefi.
ḡá káá nálóḡ kááí.

- | | |
|-----------------------|---------|
| 1. lé ué í káá kéei? | sua |
| 2. lé ué í káá kéei? | Boli |
| 3. lé ué í káá kéei? | wúlú |
| 4. lé ué í káá kéei? | Bá |
| 5. lé ué í káá kéei? | tisâ |
| 6. lé ué í káá kéei? | tùmáláá |
| 7. lé ué í káá kéei? | není |
| 8. lé ué í káá kéei? | kòlò |
| 9. lé ué í káá kéei? | nyée |
| 10. lé ué í káá kéei? | péle |
| 11. lé ué í káá kéei? | nálóḡ |

7. Question Response Chain Drill

The teacher will ask Student 1 what he is doing: Student 1 will answer and then ask Student 2 "what are you doing?" Student 2 will answer and then ask Student 3.

Teacher : lé ué káá kéei?
Student 1 : ḡá káá lfi pélefi lá.
lé ué í káá kéei?
Student 2 : ḡá káá tée mfi.
lé ué í káá kéei?

(Continue with Student 3, 4, etc. until everyone has participated.)

GRAMMAR POINT

Old Pattern: ɲá káá tɛɛl yíál.

I am buying the chicken.

New Pattern: tɛɛl yíá!

Buy the chicken!

With the imperative form, only the stem of the verb is used.

8. Repetition Drill

Listen to the teacher and repeat.

Teacher

ɲyɛɛl yíá!

molii yíá!

Students

ɲyɛɛl yíá!

molii yíá!

1. kòlòl yíá!

6. tɛci míf!

2. molii kwɛlé!

7. tùmàlál míf!

3. ɲyɛɛ kwɛlé!

8. lí tótótà!

4. kòlòl kwɛlé!

9. lí dùkɔɔ!

5. suai míf!

10. pá pɛlɛl lá!

9. Transformation Drill

Convert the following statements to commands.

Teacher

í káá ɲyɛɛl kwɛlɛl.

káá ɲyɛɛl yíál.

Students

ɲyɛɛl kwɛlé!

ɲyɛɛl yíá!

1. í káá kòlòl tɛɛl.

7. mùsú káá moloŋ tɛɛl ɲá pó.

2. ɲá káá líl tótótà.

8. ɲá káá suai míf.

3. ɲenfi káá líl pɛlɛl mù.

9. ɲá káá manan tɛɛl pó.

4. ɲálóŋ káá tùmàlál míf.

10. tisái káá líl taai sù.

5. di káá molii yíál.

11. zinâ káá misɛŋ yíál.

6. káá mál kwɛlɛl.

12. ka káá kòlòl tɛɛl di pó.

13. í káá líl pɛlɛl lá.

GRAMMAR POINT

Old Pattern: f káá kòlòl kááí?

Do you see (are you seeing)
the book?

New Pattern: kòlò káá f yéí?

Do you have a book?

The pronouns which precede /yéí/ are those already introduced. /ná, í, kú, ka, di./ The third person singular form in this construction is /nyéí/, i.e.: /kòlò káá nyéí/? "Does he, she, have a book?"

10. Repetition Drill

Teacher

kòlò káá ná yéí.
tée káá nyéí.

1. kòlò káá nyéí.
2. manan káá nyéí.
3. Boli káá di yéí.
4. tùmàlálá káá ná yéí.
5. pélé káá kú yéí.
6. ñilâ káá nyéí.

Students

kòlò káá ná yéí.
tée káá nyéí

7. sua káá í yéí.
8. niṇa káá ka yéí.
9. nyée káá ná yéí.
10. Bá káá ná yéí.
11. tée káá nyéí.
12. misên káá nyéí.

11. Response Drill

Answer the following questions with "yes, I have the"

Teacher

kòlò káá í yéí?

1. ñilâ káá í yéí?
2. manan káá í yéí?
3. pélé káá í yéí?
4. sua káá í yéí?
5. molon káá í yéí?

Students

oowéí. kòlòl káá ná yéí.

6. niṇa káá í yéí?
7. Boli káá í yéí?
8. nyée káá í yéí?
9. misên káá í yéí?
10. Bá káá í yéí?

NEW VOCABULARY

kpɪŋ	bed
kiɛŋ	pepper
kpɔlɔ̃ komo	basket
leyi	cooking pot
téblé	table

12. Repetition Drill

Teacher

kpɪŋ káá ná yél.
káá kiɛŋ kwélél.

1. di káá téblé káá!
2. kpɔlɔ̃ káá í yél.
3. zinâ káá leyi yíáí.
4. káá kiɛŋ kwélél.
5. kpɪŋ káá kú yél.

Students

kpɪŋ káá ná yél.
káá kiɛŋ kwélél.

6. ná káá téblé yíáí.
7. káá kpɔlɔ̃ káá!
8. leyi káá mùsú yél.
9. ka káá kiɛŋ kwélél.
10. í káá kpɪŋ yíáí.

13. Flashcard Drill

Answer the questions with "you have....."

Teacher

lé ué ɲí?
lé ué ɲí?

Flashcard

kpɪŋ
kiɛŋ

Students

kpɪŋ káá í yél.
kiɛŋ káá í yél.

Flashcards:

- | | |
|-----------|----------|
| 1. kpɔlɔ̃ | 5. kiɛŋ |
| 2. leyi | 6. kpɪŋ |
| 3. téblé | 7. téblé |
| 4. kpɔlɔ̃ | 8. leyi |

14. Chain Drill

- Student 1 : kpɔlɔ̃ káá í yél?
Student 2 : oowél. leyi káá í yél?
Student 3 : kpáá, téblé káá ná yél.
kpɪŋ káá í yél?

(The teacher may prompt the students with flashcards which already have been introduced.)

15. Chain Drill

The teacher will ask Student 1 a question about Student 2. Student 1 will then turn to Student 2 and ask him the question directly. After hearing his answer, Student 1 will answer the teacher's original question.

Teacher : kpólò káá òyéí?
(Speaking to Student 1 while pointing at Student 2.)

Student 1 : kpólò káá í yéí?
(to Student 2)

Student 2 : oowéí. kpólò káá ná yéí.

Student 1 : oowéí. kpólò káá òyéí.
(to teacher)

(Continue in this way until every student has had his turn. After the first few questions have been asked, the students may ask the initial question. The teacher may also prompt with flashcards.)

16. Recognition Drill

Statements, imperatives, and questions. Respond to the questions with "Yes, I have a" Respond to the commands with "yes." Do not respond to statements.

Teacher

kpìŋ káá í yéí?
kpìŋ yíá!
kpìŋ káá ná yéí.

Students

Èé kpìŋ káá ná yéí.
oowéí

1. kpólò yíá!
2. kpólò káá í yéí?
3. kpólò káá ná yéí.
4. kiêŋ káá í yéí?
5. kiêŋ káá ná yéí.
6. kiêŋ yíá!
7. Boli yíá!
8. Boli káá ná yéí.
9. Boli káá í yéí?
10. téblé káá ná yéí.
11. téblé yíá!
12. téblé káá ná yéí.
13. leyí káá í yéí?
14. leyí káá ná yéí.
15. leyí yíá!

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

ANOTHER IDIOM

In the last lesson you learned to use the word meni as a noun. In this lesson it is used as a verb meaning to hear. In Kpelle, when you want to know if a person understands you, ask him if he has heard you.

WHAT IS IT?

Your instructor will present, one by one, all the flashcards you have used thus far. When the first card is shown, the instructor will ask Student 1: lé ué ní? After the correct answer is given, the instructor will show the next card, whereupon Student 1 will ask Student 2: lé ué tí? Student 2 will answer, and then ask the same question of Student 3. Continue in this way until every one has participated at least twice.

ROLE PLAYING

The instructor will call on two of you at a time to come up before the group and act out the following situation:

You are walking along a road outside of Maimu early in the evening and you meet and old man.

After greeting each other appropriately, you will hold a short conversation using whatever relevant material you have learned. Each pair of students should strive to vary and improve the dialogue. Your instructor may prompt you.

WRITING IN KPELLE

Though Kpelle is largely an unwritten language, you should cultivate the habit of writing it correctly. If you learn to write Kpelle well, you will be able to record correctly any and all new phrases that you hear. The importance of this will become apparent to you after you've arrived in a Kpelle-speaking area.

Your instructor will now give you three or four minutes of dictation. This will include only items you have already learned such as vocabulary words, expressions, and some material from the dialogues. When you've finished this, exchange papers with your neighbor and see how well you've done.

TWO IMPORTANT PLACES

In this lesson you learned the words wààkónà and pélé lôṅ. The bath-kitchen is a small enclosure made of poles and sticks, located directly behind the house. The bathroom is located usually off to one side, and farther back from the house. In Kpelle, pélé lôṅ means literally 'small house.' This may sound strange until you remember that in some parts of our country we call a similar structure, an 'outhouse.'

The main house, or pélé, has a round or rectangular shape, and is supported by thick center and corner posts made of ironwood. The roof consists of long light poles covered with palm thatch (colloquially called pélé láá), which is held in place by smaller sticks.

You should take this time to ask your instructor some questions about the construction and layout of the typical house in a small village. See if you can learn at least five new words that describe either parts of the house or the materials used in making it.

PROVERBS

Like every language in the world, Kpelle has a wealth of proverbs and sayings. Some of them will remind you of very similar ones in English, whereas others will remain obscure until they have been explained to you. More indicative of cultural differences, however, is the fact that many of you will immediately see the point or meaning of a certain saying, only to find out later, that the point being made is, in fact, quite a different one.

Enough said! Let's have a proverb:

yaa ṛèll ṛáá, ṛèlli a ṛòòl ṛáá.

"If you pull a rope, the rope will pull the bush."

Practice saying this a few times after your instructor and then see who in the group can best fathom its Kpelle meaning. Remember also, that to truly understand a proverb in any language, it is not only necessary to know its meaning, but also, to know who is apt to use it and in what situation.

After you know what this proverb means, you should be able to think of at least three English ones which correspond to it.

II

yaa poli pélé
kwélú kúé?

èè, kú lí
ñwéyé pélé lá!

kwabí túa síáí,
pílú káá kwa.

P.O

leTé, yaa pát
misên téé kú pó?

i láó ká jí!

D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Tom and Slàfá have gone to visit the town of Fríálá. Slàfá is asking his cousin Tótó about a place to stay.

- | | |
|---------------------------------------|--|
| Slàfá: yaa polí pélé kwélí kuè? | Can you find a house for us? |
| Tótó: èc kú lí nwéyé pélé lá! | Yes, let's go to the strangers' house. ¹ |
| Slàfá: kwaá túá síál, pùlù káá kwá. | We've been walking a long time and we're hungry. |
| Slàfá: leye, yaa pál misên tée kú pó? | Younger brother, ² are you going to give us food? |
| Tótó: í láó ká ní! | This is for your soup! (i.e., this is your sauce. ³) |

- | | |
|----------------------------|--|
| 1: <u>Strangers' house</u> | (nwéyé pélé): In some towns there are usually houses designated especially for travelers. In a smaller village, a stranger might be lodged in the house of a town chief. |
| 2: <u>younger brother</u> | (leye): The sons of one's "fathers' " are called brothers. |
| 3: <u>sauce</u> | (láó): This is a heavy sauce or gravy containing meat and spices which is poured over rice. |

USEFUL EXPRESSIONS

- | | |
|---------------|---------------------|
| ná fáá mà. | I agree to it. |
| fé à mcní dà! | There's no palaver! |

GRAMMAR POINTS AND DRILLS

1. Response Drill

The teacher will tell a student to buy the book, the goat, etc. The student will reply "I have a book, a goat, etc."

Teacher

kòlò yíá!

mòlì yíá!

Students

kòlò káá ná yéì.

Bolí káá ná yéì.

1. k̀pìŋ yíá!

6. ñìŋai yíá!

2. kíêŋ yíá!

7. ñeyíi yéá!

3. t̀ééì yíá!

8. mòlì yíá!

4. k̀pòlò yíá!

9. t̀ébléì yíá!

5. ñanaŋ yíá!

10. k̀lòlò yíá!

2. Flashcard Recognition-Response Drill

The teacher will hold up a flashcard. The student will make an appropriate imperative sentence.

Teacher-Flashcard

t̀éé

tùmàláá

Student (1, 2, 3 ...)

t̀éé yíá!

tùmàláá míí!

1. nyéé

6. Bolí

2. sua

7. t̀éblé

3. t̀éé

8. leyí

4. tùmàláá

9. kíêŋ

5. misêŋ

10. k̀pìŋ

3. Question-Response Chain Drill

Pointing at your neighbor, the teacher will ask you: "What is he doing?" Turning to him, you will ask: "What are you doing?" He will reply and then you will answer the teacher's question. The teacher will then ask him the same question about a third student.

Teacher : lé ué káá k̀éì?

Student 1 : lé ué í káá k̀éì?

Student 2 : ná káá Bolí yíáì.

Student 1 : káá Bolí yíáì.

Teacher : lé ué káá k̀éì?

Student 2 : lé ué í káá k̀éì?

(Continue until everyone has taken part.)

GRAMMAR POINT

Old Pattern: kpólò káá ná yél.

I have a basket.

New Pattern: kpólò fé ná yél.

I don't have a basket.

Note: /fé/ is the negative form of both /káá/ and /ká/.
For example,

pélé ká ní.

negative: pélé fé ní.

ná káá lfi .tótótà.

negative: ná fé lfi tótótà.

4. Response Drill

Answer the teacher's question with the negative.

Teacher

pélé káá í yél?

kòlòlò káá í yél?

1. manan káá í yél?

2. tùmáláál káá í yél?

3. nyéé káá í yél?

4. téeél káá í yél?

5. kpólòlò káá í yél?

Student

kpáà, pélé fé ná yél.

kpáà, kòlòlò fé ná yél.

6. kpìṅ káá í yél?

7. Bá káá í yél?

8. misèṅ káá í yél?

9. téblé káá í yél?

10. kíèṅ káá í yél?

5. Transformation Drill

Change the following positive statements to the negative.

Teacher

í káá lfi téeél àò.
moloṅ káá ná yél.

1. dí káá mólíí yíál.

2. kòlòpéléél ká ní.

3. kú káá páí ñyál lá.

4. leyí káá ñyél.

5. mùsú káá lfi dùkòó.

6. ná káá téeél kwéíléí í pò.

7. ná káá kòlòlò téeél í pò.

8. ka káá páí péléél lá.

Students

í fé lfi téeél àò.
moloṅ fé ná yél.

9. yàtà ká tí.

10. tùmáláá káá kú yél.

11. í káá Bá yíál.

12. ná káá ncnf káál.

13. dí káá kpìṅ téeél ná pò.

14. zinè káá lfi ñyál lá.

15. tísáí káá kòlòlò káál.

16. sulṅ káá leyí kwéíléí.

Note: Unlike the other persons of the verb, the third person singular is shown by lowering the tone on the initial consonant of /fé/ and /káá/.

ḡá káá kiêṅ yíál

I am buying pepper.

káá kiêṅ yíál

He, (she) buys pepper.

fé kiêṅ yíál

He, she doesn't buy pepper.

Remember, /fé/ is pronounced like /vέ/.

6. Transformation Drill

Make the statement negative.

Teacher

káá tétél mfl.

káá pélé yíál.

1. káá lfi dùkso.

2. káá moloṅ tétél f pó.

3. káá molii káál.

4. káá leyi kwélel.

5. káá pái pélel lá

6. káá tétél mfl.

Students

fé tétél mfl.

fé pélé yíál.

7. Response Drill

Answer the following questions negatively, with complete sentences and make the appropriate changes. (The teacher may prompt.)

Teacher

leyi káá f yél?

tisâ ká ṅí?

1. kpìṅ káá f yél?

2. káá táál káál?

3. nenf káá sua kwélel?

4. kiêṅ káá ḡá yél?

5. káá manan mfl?

6. mùsú káá téblé yíál?

7. ḡá káá kòlòl káál?

15. leyi káá f yél?

Student

kpáà, leyi fé ḡá yél.

kpáà, tisâ fé tí.

8. f káá mál mfl?

9. káá lfi kòlòpélel lá?

10. sulòṅ káá moloṅ tétél f pó?

11. kpólò káá ka yél?

12. káá mál tétél ḡyél?

13. misêṅ ká ṅí?

14. káá pái tótótà?

8. Response Drill

The teacher will repeat the questions from the preceding drill. This time you may answer affirmatively or negatively.

Teacher

leyi káá í yéí?

tisâ ká ní?

Student

Èé, leyi káá ná yéí.

kpáà, tisâ fé tí.

GRAMMAR POINT

Old Pattern: lé ué í káá kélí?

What are you doing?

New Pattern: lé ué í káá ñwélíí?

What do you want?

Remember that the low tone on the initial consonant of a verb indicates a verb object (it, him, her.)

Example:

ná káá ñanan wélíí.

I want the cassava.

ná káá ñwélíí.

I want it.

í káá ñoli kwélíí.

I am selling a goat.

í káá kwélíí.

I am selling it.

9. Substitution Drill

Teacher

ná káá ñanan wélíí.
molií

Students

ná káá ñanan wélíí.
ná káá molií wélíí.

1. kpíí

4. leyi

7. kpólò

2. kíèí

5. manan

8. níí

3. tée

6. kólò

9. ñoli

10. Question Response-Flashcard Drill

The teacher will ask "What do you want?" and show a flashcard. Answer "I want the ____."

<u>Teacher</u>	<u>Flashcard</u>	<u>Student</u>
lé ué í káá ñwélíí?	Bolí	ḡá káá ñolii wélíí.

Flashcards:

1. kòlò	5. nḡa	9. sua	13. manan
2. pélé	6. lèyi	10. misēḡ	14. moloḡ
3. kiēḡ	7. téblé	11. nyéé	15. tóólòò.
4. kpḡḡ	8. kpólò	12. tùmàlálá	16. yá

11. Chain Drill

A. Ask your neighbor, "What do you want?" Your neighbor will answer, "I want ____."

Student 1 : lé ué í káá ñwélíí?

Student 2 : ḡá káá kiēḡ wélíí.
lé ué í káá ñwélíí?

Student 3 : ḡá káá misēḡ wélíí.

(Continue around the class until all students have participated. The teacher may prompt students verbally or with flashcards.)

B. The teacher will ask you, "What does he want," indicating your neighbor. Ask your neighbor, "What do you want?" Then reply to the teacher, "He wants ____."

Teacher : lé ué káá ñwélíí?

Student 1 : lé ué í káá ñwélíí?

Student 2 : ḡá káá B́á wélíí.

Student 1 : káá B́á wélíí.

(Continue with all students in the class.)

12. Moving Slot Drill

Teacher

káá bá wélíí.

f

kiêŋ

1. kwa

2. ɲá

3. téblé

4. pélélí

5. káá

6. kú

7. ɲilâ

8. molíí

9. f

10. nyééí

Student

káá bá wélíí.

f káá bá wélíí.

f káá kiêŋ wélíí.

11. tùmáláál

12. ka

13. di

14. molon

15. kiêŋ

GRAMMAR POINT

Old Pattern: Zinâ a tée wélíí.

Zinâ wants chicken.

New Pattern: gbcê a tée wélíí?

Who wants chicken?

Note that /gbcê/ may be followed by /a/ as well as /káá/.

13. Response Drill

Answer with a proper noun in the same tense.

Teacher

gbcê a bá wélíí?

gbcê a leyí wélíí?

1. manan

2. tée

3. kòlò

4. téblé

5. misêŋ

6. nyéé

7. pélé

8. kpíŋ

9. sua

10. ɲilâ

Students

mùsú a bá wélíí.

Tom a leyí wélíí.

The teacher will give you the answer, you will ask the question.

zinâ a kiên wélfí.

gbcê a kiên wélf1?

- | | |
|---------|----------|
| 1. კრძღ | 4. მღღღ |
| 2. კღღ | 5. ტღღღღ |
| 3. ზღღ | 6. ზღ |

7. tŕŕ
8. leyi
9. ncnf

Old Pattern: ná káá lfi dùkso.

I am going to Monrovia.

New Pattern: ႏፋፋ ၁၆၆ သွံကွေ့.

I go to Monrovia; I am going to Monrovia.

Notice also, that a question framed in the general present may be answered in the progressive.

lé vé ná mǐl?
í káá tǎé mǐl.

What do I eat? What am I eating?
You are eating chicken.

Here is the complete list of pronouns used with the general present tense.

ḡaa	I,
yaa	you
a	he, she, it

kwaa	we
kaa	you (plural)
daa	they

15. Repetition Drill

Teacher

ɲaa kòlò wélíí?
kwaa tée wélíí?

1. yaa nyée wélíí?
2. daa kòlò wélíí?
3. ɲaa kíêɲ wélíí?
4. kú káá manan wélíí?
5. kwaa ɓa wélíí?
6. káá tùmáláá wélíí?
7. kaa kófé wélíí?

Student

ɲaa kòlò wélíí.
kwaa tée wélíí.

16. Transformation Drill

The teacher will make a statement using the progressive tense. The students will make the same statement using the general present tense.

Teacher

ɲá káá tée míl.
í káá manan wélíí.

1. ɲá káá sua míl.
2. ɲá káá líí tótótà.
3. káá nyée míl.
4. kaa kòlò wélíí.
5. í káá kíêɲ yíál.
6. dí káá tùmáláá kwélíí.
7. kú káá misêɲ wélíí.
8. kwa káá ɓa wélíí.
9. ka káá nyée yíál.
10. káá tée míl.

Student

ɲaa tée míl.
yaa manan wélíí.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

ANOTHER IDIOM

ḡá fáá mà means literally 'I answer on it.' Use this whenever you wish to agree with what a person is saying or suggesting.

MORE ON WHO'S WHO

Slàfá, in talking to his cousin Tótó, calls him leye. Literally this means younger brother or sister. If Slàfá had been talking about Tótó to someone else, he would have used the word ḡóò.

If you wish to be specific when referring to your younger brother and sister, use the words leye sulḡḡ and leye ncní. The word for elder brother or sister is líà and may be specified in the same manner.

You can now ask your instructor to give you several more words for various relatives. For some, you will need two words, one for addressing the person, and the other for referring to him. In these cases, make sure you record both words correctly and indicate in your notebook which one is which.

FOODS

In handing Tom a chicken, Tótó tells him it's for his láo. This meat sauce or gravy is prepared with different spices and is eaten with rice. A list of typical Kpelle dishes would include such items as potato greens, kwífèḡ láá, pepper soup, kièḡ kpóldyál, and boiled plantains, gwei ḡíífyé.

Find out, from your instructor, the names of several other common dishes and list them in your notebook. Find out, also, which ones are everyday dishes and which ones are served mainly at big feasts.

INTRODUCTIONS

Your instructor will introduce Student 1 to Student 2. They will greet each other, exchange names, and have a short conversation. Then Student 2, using only Kpelle, will introduce Student 3 to Student 4. Continue in this way until everyone in the class has been introduced. Remember to use your Kpelle names.

CONVERSATION PRACTICE

Two students will come up before the class, greet each other, and carry on a conversation combining as many elements as possible.

Here are some suggestions:

1.) (two men)

A: Tokpâ, nele wáá!

B: ěc, Fólómó, nele wáá, í káá líl mí?

A: ná káá líl ná líà sulŋ naa káál. káá wáákónà tóól.
yaa òwélíí kú feelc kú lí?

B: ěc, ná fáá mà, kú lí!

After several pairs of students have worked at this, three people will come up before the class and converse. With three, it will be harder to coordinate your efforts, but the additional voice should enliven the situation.

2.) (three women)

Mùsú: Yàtà, yaâ túá?

Yàtà: ěc, Mùsú, yaâ pá?

Mùsú: kú mēni Bě?

Yàtà: mēni nyómó dà fé Bě. ná pà là ná lélél Marilyn í naa káál.

Mùsú: Marilyn, yaâ túá?

Marilyn: ěc, Yàtà, yaâ túá?

Mùsú: Marilyn, í pótál uà mí?

Marilyn: ná kùlà àmélékà, ná taai uà emeryville.

Mùsú: mò wónò ná mēni!

Marilyn: e - me - ry - ville ...

Mùsú: ěc, ná mēni, e - me - ry - ville

Yàtà: mùsú, kwaâ túá síál, pùlù káá kwâ. pá kú lí pélél lá.

ná líà nēnī káá pāl misēn tēē kú pō.

Mùsú: ěc, nélél, ná fáá mà!

II

SSON THREE

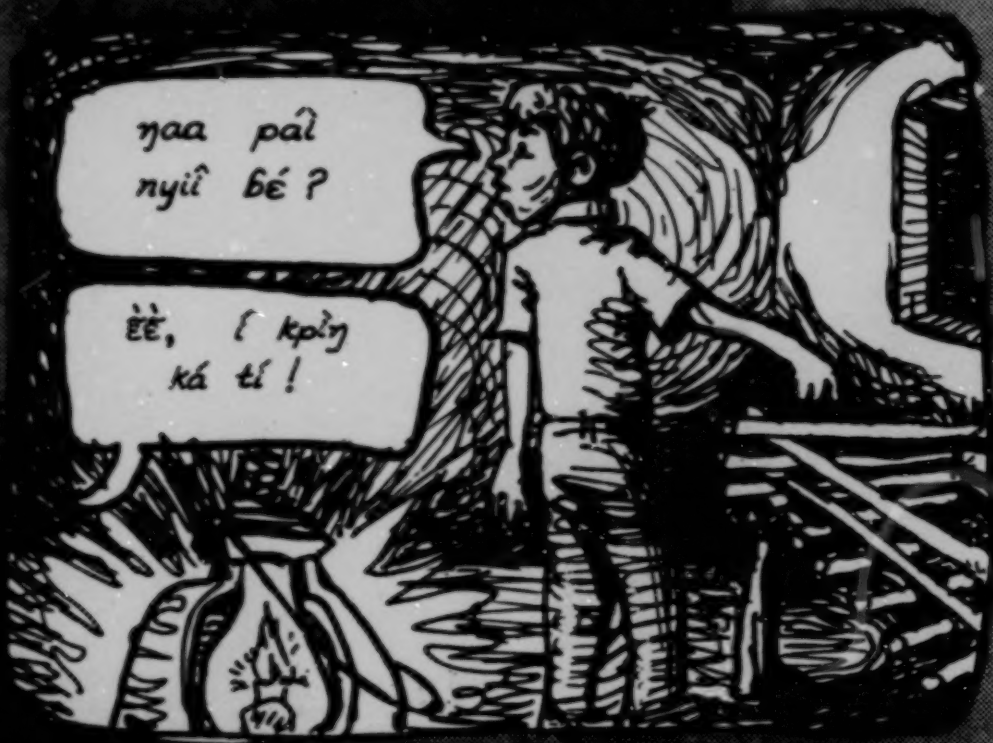
kálòn, yaa
ñwéyénàì káá ?

èè, ná lònò
di pò.

nyilá a ké nyiî,
í fè nyáá bó !

naa paî
nyiî bée ?

èè, [kpòñ
ká tí !



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Finding a bed.

Man : kálòŋ, yaã ñwéyénai káá?

Chief, have you seen
the strangers?

Chief : ɛ̃c̃ ɲá lònò di pɔ.

Yes, I've spoken to them.

Dog : ɲilâ a kɛ nyɪ, ɪ fé ɲáá ɓó!

When a dog is sleeping,
don't wake him up!

Tom : ɲaa páɪ nyɪ ɓɛ?

Will I sleep here?

Man : ɛ̃c̃ ɪ kpɪŋ ká tɪ!

Yes, that's your bed!

USEFUL EXPRESSIONS

ñɛɪɛɪ ɪ ɪɪ! You should go.

kɛɪ peɪ ká ɲɪ! Do it like this!

1. Response Drill (Review)

Answer the following questions in the negative.

Teacher

í káá misêŋ mfi?
kpólò káá í yéí?

Students

kpáà, ná fé misêŋ mfi.
kpáà, kpólò fé ná yéí.

A. 1. kpìŋ káá í yéí?

2. kpìŋ káá òyéí?

3. kpìŋ káá dí yéí?

4. kpìŋ káá kú yéí?

B. 1. í káá líí òélélí mù?

2. í káá líí òáálì òù?

3. í káá páí òyáí lá?

4. í káá páí dùkóó?

C. 1. kíêŋ ká íí?

2. tùmáláá ká íí?

3. wúlú ká íí?

4. leyí ká íí?

2. Question Response Flashcard Drill

Answer the question "What do you want?", using the cue the teacher gives with the flashcard.

Teacher

Flashcard

Student

lé ué í káá òwélíí?

kpólò

ná káá kpólò wélíí.

lé ué í káá òwélíí?

misêŋ

ná káá misêŋ wélíí.

lé ué í káá òwélíí?

kíêŋ

ná káá kíêŋ wélíí.

(Use all of the flashcards introduced so far.)

3. Transformation Drill

Convert the following positive statements into negative ones.

Teacher

ηά κάά scηdā wélfl.
ηά κάά misēη wélfl.
í κάά kpólò wélfl.

Students

ηά fé scηdā wélfl.
ηά fé misēη wélfl.
í fé kpólò wélfl.

1. di κάά pélé wélfl.
2. káá ηilā wélfl.
3. ηά κάά manan wélfl.
4. kwa κάά misēη wélfl.
5. kú κάά kòlò wélfl.
6. kwa κάά tēē wélfl.
7. di κάά nyēē wélfl.

8. í κάά Bā wélfl
9. káá misēη wélfl.
10. káá Boli wélfl.
11. di κάά scηdā wélfl.
12. í κάά kòlò wélfl
13. ηά κάά kpólò wélfl.
14. í κάά Boli wélfl.

15. káá molon wélfl.

GRAMMAR POINT

Old Pattern: ηά κάά kòlò wélfl

na ka weli: a kolo

I am wanting a book.

New Pattern: ηά κάά

ηwélfl ηά lí dùkso.

I want to go to Monrovia.

(Literally: I am wanting (it) I go Monrovia.)

In the included sentence, /ηά lí dùkso/, use the stem form of the verb /lí/, and the simple form of the pronoun, i.e. /ηά, í, kú, ka, di/. For the third person singular, use /é/ in this position.

Example:

káá ηwélfl é lí dùkso. He wants to go to Monrovia.

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4. Repetition Drill

Teacher

f káá ñwélíí f lí dükóó.
yaa ñwélíí f lí dükóó.

Students

f káá ñwélíí f lí dükóó.
yaa ñwélíí f lí dükóó.

1. ñá káá ñwélíí ñá lí dükóó.
2. f káá ñwélíí f lí dükóó.
3. káá ñwélíí é lí dükóó.
4. kú káá ñwélíí kú lí dükóó.
5. kwa káá ñwélíí kwa lí dükóó.

6. di káá ñwélíí di lí dükóó.
7. kú káá ñwélíí kú lí dükóó.
8. ka káá ñwélíí ka lí dükóó.
9. ka káá ñwélíí ka lí dükóó.
10. káá ñwélíí é lí dükóó.

11. di káá ñwélíí di lí dükóó.

5. Substitution Drill

Teacher

ñá káá ñwélíí ñá lí dükóó.
f

Student

ñá káá ñwélíí ñá lí dükóó.
f káá ñwélíí f lí dükóó.

1. di
2. káá
3. kú
4. tótótà
5. di

6. kwa
7. ñá
8. ðélélí lá
9. ka
10. káá

GRAMMAR POINT

Old Pattern: ñá káá ñwélíí ñá lí tótótà.

I am wanting to go
to Totota.

New Pattern: ñaa ñwélíí ñá lí tótótà.

I want to go to Totota.

In this case, the general present tense is substituted for the present progressive. In the third person, /a/ is usually used when there is a noun subject. Otherwise, use /káá/.

Slàfá a ñwélíí é lí naa.

Siafa wants to go there.

káá ñwélíí é lí naa.

He wants to go there.

Note: In this case /káá/ is used for both the general present and the progressive.

6. Response Drill

Teacher

lé ué yaa òwélíí?
lé ué káá òwélíí?

1. lé ué di káá òwélíí?
2. lé ué í káá òwélíí?
3. lé ué kú káá òwélíí?
4. lé ué kwa káá òwélíí?
5. lé ué ká káá òwélíí?
6. lé ué káá òwélíí?

Student

ṣaa òwélíí ṣá lí tótótà.
káá òwélíí é lí tótótà.

7. lé ué yaa òwélíí?
8. lé ué daa òwélíí?
9. lé ué kwaa òwélíí?
10. lé ué káá òwélíí?
11. lé ué kwa káá òwélíí?
12. lé ué kú káá òwélíí?

7. Response Drill

Answer the question, "Where are you going?" with "I want to go to ____."
Use the general present form.

Teacher

í káá líí mí?

Student

ṣaa òwélíí ṣá lí dùkódó.

(Continue until all students have responded.)

To make this drill more interesting, the teacher may introduce more place names.

gbàṣá kákátà
máímù fríàlá

8. Repetition Drill

Use the present progressive tense.

Teacher

ṣá káá òwélíí ṣá manan míí.
í káá òwélíí í tée yíá.

1. í káá òwélíí í mál míí.
2. di káá òwélíí di nyée míí.
3. í káá òwélíí í tée míí.
4. káá òwélíí é tée míí.
5. káá òwélíí é mál míí.
6. káá òwélíí é mál kwéíé.
7. kú káá òwélíí kú mál kwéíé.

Student

ṣá káá òwélíí ṣá manan míí.
í káá òwélíí í tée yíá.

8. kú káá òwélíí kú kòlò kwéíé.
9. kwa káá òwélíí kú kòlò kwéíé.
10. di káá òwélíí di kòlò kwéíé.
11. di káá òwélíí di péíé káá.
12. ṣá káá òwélíí ṣá lí tótótà.
13. ṣá káá òwélíí ṣá lí dùkódó.
14. ṣá káá òwélíí ṣá lí òyál lá.

15. í káá òwélíí í pá gbàṣá.

9. Moving Slot Drill

Teacher

kú káá ñwélíí kú kíēñ míf.
tée

Students

kú káá ñwélíí kú kíēñ míf.
kú káá ñwélíí kú tée míf.

- | | |
|-----------|---------------|
| 1. moloŋ | 11. dí |
| 2. kwélé | 12. ñá káá |
| 3. manan | 13. lí tótótà |
| 4. yíá | 14. pélélí mù |
| 5. í | 15. yaa |
| 6. í fé | 16. í fé |
| 7. míf | 17. káá |
| 8. kú | 18. fé |
| 9. kwélé | 19. kú fé |
| 10. molíí | 20. téeí míf |

GRAMMAR POINT

Old Pattern: káá pélélí káál.

He is seeing the house.

New Pattern: káá pélélí mù.

He is in the house.

The kpelle words that correspond to English prepositions occur after the kpelle noun, therefore we call them post-positions. You have already used:

mù "in, into, under" káá pélélí mù.

Literally, this means "he is under the house" i. e. he is under the roof of the house.

pó "to, at, at the house of." This is often used with persons, i.e.

káá kòlòí téeí í pó. He is giving the book to you.

sù "into, in, inside of." káá líí pélélí sù
He is going into the house.

Notice that /sù/ changes to /sù/ when it follows a specified noun: pélé sù, pélélí sù.

Other postpositions include:

mà	on (top of), over.	káá pélélí mà.
lá	at, to, from.	káá pál pélélí lá.
kwèlè	near, next to.	káá pélélí kwèlè.

NEW VOCABULARY

kpálàṅ farm
lɔɔ kpálàṅ market

pele road
scɛkáu money

After the letter /ɲ/, the postposition /lá/ is contracted to /- a/.

ṅá káá lfi kpálàṅa. I'm going to the farm.

káá pái lɔɔ kpálàṅa. He's coming to market.

10. Repetition Drill

Teacher

káá pɛlɛi mù
ṅá káá ṅwɛlfi ṅá lfi pɛlɛi lá.

1. kú káá lfi lɔɔ kpálàṅa.
2. í káá lfi pɛlei mà.
3. ṅá káá mɔlii tɛfi í pɔ.
4. ṅilâi káá pɛlɛi kwɛlɛ.
5. nálɔṅ káá ncnfi kwɛlɛ.

Students

- káá pɛlɛi mù
ṅá káá ṅwɛlfi ṅá lfi pɛlɛi lá.
6. misɛṅ káá tɛblɛ mà.
 7. tisâi káá lfi kòlòpɛlɛi lá.
 8. í káá pái pɛlei lá.
 9. ṅá káá lfi kpálàṅa.
 10. manan káá mɔlɔṅ kwɛlɛ.

11. Substitution Drill

Teacher

ṅaa ṅwɛlfi ṅá lfi pɛlei mà
pɛlɛi lá

- | | |
|----------------|-----------------|
| 1. pá | 10. dùkɔɔ |
| 2. yaa | 11. í |
| 3. kwaa | 12. pɛlɛi kwɛlɛ |
| 4. kú káá pái | 13. kpɪṅ |
| 5. pɛlɛi mù | 14. kòlò |
| 6. di | 15. di |
| 7. lfi | 16. pɛlei mà |
| 8. lɔɔ kpálàṅa | 17. pái |
| 9. ṅá | 18. pɛlɛi mù |

Students

ṅaa ṅwɛlfi ṅá lfi pɛlei mà.
ṅaa ṅwɛlfi ṅá lfi pɛlɛi lá.

12. Flashcard Drill

<u>Flashcard</u>	<u>Teacher</u>	<u>Students</u>
molii	ɸɛlɛl kwɛlɛ	molii kaá ɸɛlɛl kwɛlɛ.
manan	ɸɛlɛl mù	manan kaá ɸɛlɛl mù.
1. manan	tɛblɛl mà	
2. kicɛ	tɛblɛl mà	
3. ɲilâi	tɛblɛl mù	
4. tɛɛl	tɛblɛl mù	
5. nâlôŋ	tɛblɛl kwɛlɛ	
6. nɛnfi	tɛblɛl kwɛlɛ	
7. nɛnfi	ɸɛlɛl kwɛlɛ	
8. wúlfi	ɸɛlɛl kwɛlɛ	
9. tisâi	ɸelei mà	
10. molii	ɸelei mà	
11. molii	taai ʒû	
12. ɸɛlɛl	taai ʒû	
13. kpɔlɔi	ɸɛlɛl kwɛlɛ	
14. molii	ɸɛlɛl kwɛlɛ	
15. manan	ɸɛlɛl mù.	

GRAMMAR POINT

Old Pattern: nà káá lfi dùkóó.

I am going to Monrovia.

New Pattern: nà káá lfi dùkóó sáà.

I am going to Monrovia today.

Use "time" words after "place" words in these sentences.

káá lfi pélélì mù lónfí mà.

He is going into the house just now.

f káá òwélí f lfi tótótà tínáá.

You want to go to Totota tomorrow.

NEW VOCABULARY

sáà today

tínáá tomorrow

lónfí mà just now

nele wíí òú in the evening

13. Repetition Drill

Teacher

nà káá lfi tótótà sáà.
káá pál dùkóó tínáá.

Students

nà káá lfi tótótà sáà.
káá pál dùkóó tínáá.

1. kú káá lfi pélélì lè lónfí mà.
2. f káá lfi lóó kpálàna nele wíí òú.
3. nà káá lfi gbàná sáà.
4. káá lfi dùkóó tínáá.
5. di káá lfi tótótà lónfí mà.
6. nà káá òwélí nà lfi gbàná tínáá.
7. ka káá òwélí ka lfi dùkóó sáà.
8. f káá òwélí f lfi pélélì lè nele wíí òú.
9. kaa òwélí é lfi tótótà lónfí mà.
10. di káá òwélí di lfi lóó kpálàna sáà.

11. nà káá tée kwélélì tínáá.
12. kú káá Soli kwélélì nele wíí òú.
13. f káá molon kwélélì lónfí mà.
14. káá misèṅ míl sáà.
15. nà káá tùmáláá míl nele wíí òú.
16. di káá B́a míl tínáá.
17. kú káá kpólò yíál sáà.
18. ka káá wúlú káál lónfí mà.
19. kwa káá pál kpálàna nele wíí òú.
20. f káá lfi lóó kpálàna lónfí mà.

14. Substitution Drill

Teacher

f káá lfi dùkóó sáà
tínáá
fé

1. ná
2. lóníf mà
3. pál
4. káá pál
5. sáà
6. nele wíf àù
7. kú fé
8. lfi
9. tínáá
10. lóníf mà
11. f káá
12. loo kpálàna

Students

f káá lfi dùkóó sáà.
f káá lfi dùkóó tínáá.
f fé lfi dùkóó tínáá.

13. f káá Boli yíáí
14. sáà
15. lóníf mà
16. manan kwéíléí
17. ná
18. nele wíf àù
19. tínáá
20. ná káá lfi tótótà
21. káá
22. sáà
23. dùkóó
24. f

15. Response Drill

Answer the question about /sáà/ with a sentence about /tínáá/

Teacher

f káá lfi dùkóó sáà?
f káá kpólòí téeí sáà?

Student

kpáà, ná káá lfi tínáá.
kpáà, ná káá kpólòí téeí tínáá.

- | | |
|-------------------------------|------------------------------|
| 1. f káá mál kwéíléí sáà? | 6. f káá òwéíléí f lí sáà? |
| 2. f káá òwéíléí káál sáà? | 7. f káá òwéíléí f pá sáà? |
| 3. f káá lfi póléíléí lá sáà? | 8. ka káá òwéíléí ka lí sáà? |
| 4. f káá pál kpálàna sáà? | 9. káá òwéíléí é pá sáà? |
| 5. f káá misèṅ mfi sáà? | 10. f káá òwéíléí f lí sáà? |

Repeat the above drill: answer questions about /lóníf mà/ with sentences about /nele wíf àù/

Teacher

f káá lfi dùkóó lóníf mà?
f káá kpólòí téeí lóníf mà?

Student

kpáà, ná káá lfi nele wíf àù.
kpáà, ná káá kpólòí téeí nele wíf àù.

16. Transformation Drill - Review

Change the following nouns to the specific with the sentence, "I have ,..."

Teacher

kpin káá í yél.
kíŋ káá dí yél.

Students

kpin káá í yél.
kíŋ káá dí yél.

- | | |
|------------|----------|
| 1. tùmáláá | 6. sua |
| 2. wúld | 7. ɲilá |
| 3. leyí | 8. bá |
| 4. kpóló | 9. téblé |
| 5. bɔli | 10. tɛé |

17. Response Drill

Using /lé ué ...?/, ask your neighbor: "What do you have?"
"What are you doing?"

Teacher : lé ué yaa kɛí?

Student 1 : ɲá káá lí Tótótà.
lé ué yaa kɛí?

Student 2 : ɲá káá pái pɛíléí lá.

Teacher : lé ué káá í yél?

Student 1 : kòlò káá ɲá yél.
lé ué káá í yél?

Student 2 : leyí káá ɲá yél.

(Continue with all students.)

18. Response Drill

Repeat exercise 17 with "What do you want?"

Teacher : lé ué yaa ɲwɛlíí?

Student 1 : ɲaa mɔlɔɲ wɛlíí.
lé ué yaa ɲwɛlíí?

Student 2 : ɲaa nyɛé wɛlíí.

Teacher : lé ué yaa ɲwɛlíí?

Student 1 : ɲaa ɲwɛlíí ɲá lí dùkɔɔ.
lé ué yaa ɲwɛlíí?

Student 2 : ɲaa ɲwɛlíí ɲá pá pɛíléí lá.

(Continue in this way with the entire class.)

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

In the expression 'you should go,' hélél í íí, the initial word is the expression you learned in the first lesson meaning that's fine, or that's good. This new phrase then, could be translated literally as 'it is good (that) you go.'

THE CHIEF

In Liberia, every village is headed by a town chief or taa kálòŋ. He represents the clan chief at the local level and implements his policies. His many responsibilities include the organization of labor and the lodging of strangers.

The hegemony of the clan chief extends over a wider area and includes all the towns of his clan. A chiefdom refers to the area under the jurisdiction of a paramount chief. In the Kpelle tribal territory, which coincides mainly with Bong County, there are several paramount chieftaincies. Two of these are centered in Gbàgá and Bóópólù.

WRITING KPELLE

Your instructor will now have you review the dialogue for this lesson. After going through it twice, you will close your books and the instructor will dictate the dialogue to you slowly. Pay special attention to the long vowels and the tone markings.

ROLE PLAYING

Three people will come up before the class and act out the following two scenes:

- (1) It is early morning and a stranger comes into a small town. He sees a young man and asks him where he can find the chief. The young man gives him directions.
- (2) The stranger finds the chief, greets him, and tells him his name. In the course of the conversation the stranger tells the chief where he is from, what he is presently doing in this town, and where he is going.

nele wáá! ná pà
là ka misên.

nenî, ì sè!

naa pâl sél
teblêi mà.

II

LESSON FOUR

misên támdáí!

ìè, naa ñwèllí ka péllí!

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE

Woman:	yele wáá! ná pá lá ka misé.	Good morning! I've brought you food.
Tom :	není, í sè!	Thank you, woman!
Woman:	naa páí àáí tábíáí mà.	I will set it on the table.
Tom :	misé tábíáí!	The food is plenty!
Woman:	àà, naa òwéííí ka páíá!	Yes, I want you to get enough. (ie. to get full.)

USEFUL EXPRESSIONS

í fà hó à mǎfáíá!	Don't say it so fast!
wéíwé léléé ká tí!	That's good news!

1. Moving Slot Drill (Review)

Teacher

lé ué yaa kél?

hwélíí

míí

1. naa

2. kwaa

3. a

4. kél

5. gbcé káá

6. káá páí ɛ́

7. tíí kél

8. yaa

Students

lé ué yaa kél?

lé ué yaa hwélíí?

lé ué yaa míí?

9. mí

10. nyíí

11. naa

12. gbcé káá

13. páí ɛ́

14. yaa

15. líí mí

16. naa

17. tótótà

2. Response Drill

Teacher

lé táí yaa hwélíí í lí?

lé táí kaa hwélíí ká lí?

1. lé ué kaa hwélíí?

2. lé ué kaa hwélíí?

3. gbcé káá hwélíí é lí?

4. gbcé káá hwélíí é lí?

5. yaa hwélíí í lí mí?

6. yaa hwélíí í lí mí?

7. naa hwélíí ná lí mí?

8. káá hwélíí é lí mí?

9. daa hwélíí dí lí mí?

10. lé táí daa hwélíí dí lí?

11. lé táí daa hwélíí dí tíí kél?

12. lé táí daa hwélíí í tíí kél?

13. lé táí yaa hwélíí í tíí kél?

14. lé táí káá hwélíí é tíí kél?

15. lé ué káá hwélíí?

16. lé ué kaa hwélíí?

17. lé ué kaa hwélíí?

18. lé ué yaa hwélíí?

19. gbcé káá hwélíí?

20. gbcé káá hwélíí?

Verbal
Cues

sáá

tínáá

lí

nyíí

tótó

háíón

dúkó

pélíí lá

kòlòpélíí

kópàlàna

lookpàlàna

sáá

tínáá

lóníí mà

lóníí mà

nele wíí ɛ́

manan kwélé

manan kwélé

manan yíá

lónó

ná

kú

Students

naa hwélíí ná lí sáá.

kwaa hwélíí kú lí tínáá.

GRAMMAR POINT

Old Pattern: Tótó káá lfi mí?

Where is Toto going?

New Pattern: Tótó káá mí?

Where is Toto?

To ask the location of a person or thing, merely use the progressive form /káá/ followed by /mí/.

Example: kòlòlò káá mí? Where is the book?
(literally: the book is where?)

3. Substitution Drill

Teacher

Tom káá mí?
kòlòlò

Students

Tom káá mí?
kòlòlò káá mí?

- | | |
|----------|-----------------|
| 1. ñcnfi | 7. ñwúlfí |
| 2. ñulòṅ | 8. pèlèlì |
| 3. zinā | 9. kpálànṅ |
| 4. káá | 10. lóo kpálànṅ |
| 5. ñolii | 11. pèlei |
| 6. kíèṅ | 12. ñeyii |

4. Question Response Drill

The teacher will ask questions with "where?" Answer using mà, lá, or kwèlè.

Teacher

àuai káá mí?
í káá lfi mí?
ñcnfi káá mí?

Student

àuai káá tábílélì mà.
ṅá káá lfi tótótà.
ncnfi káá pèlèlì kwèlè.

- | | |
|--------------------|------------------------|
| 1. ñyéélì káá mí? | 7. ñolii káá mí? |
| 2. kòlòlò káá mí? | 8. Tom káá lfi mí? |
| 3. ñcnfi káá mí? | 9. gbòlòme káá lfi mí? |
| 4. kíèṅ káá mí? | 10. í káá lfi mí? |
| 5. kpólòlò káá mí? | 11. Tom káá mí? |
| 6. ñulòṅ káá mí? | 12. zinā káá mí? |

(The teacher may prompt with appropriate phrases, if necessary, for example: kpálànṅ, pèlei mà, pèlèlì lá, etc.)

GRAMMAR POINT

Old Pattern: ɲaa lɪl tótótà sáà.

I am going to Totota today.

New Pattern: ɲá lɪ tótótà wéé.

I went (to) Totota yesterday.

This is the specific past tense. It describes an action that happened once in the past. It is formed by taking the verb stem, (drop the progressive / -i/ ending) and changing the vowels to low tone:

Example:

ɲaa lóhól
yaa ɲwélɪl
káá tɪf kél

past: ɲá lòhò
past: í ɲwèlɪ
past: káá tɪf kè

In this last example, meaning "he worked," only /ké/ "to do, make" takes the low tone. /tɪf/ is a noun, meaning "work," or "activity;" consequently its tone remains unchanged.

If a verb has a long vowel, however, then only the second vowel takes the low tone in forming the past tense.

Example:

verb stem: nyɪf to sleep
verb stem: mɪf to eat
verb stem: tɛé to give

past: nyɪl
past: mɪl
past: tɛè

5. Repetition Drill

Teacher

ɲá kòlò yà
í kòlòl sèyè

1. è nyɪl naa ɲele wɪf ʒù.
2. è lòhò ɲá pò.
3. kú mɪl pɛlɛl mù.
4. kú molon mɪl.
5. ɲá tɪf kè Bɛ.

Students

ɲá kòlò yà
í kòlòl sèyè

6. í kplɲ sèyè
7. di kpóló tɛè kú pò.
8. ka ɲwèlɪ.
9. è Boli wèlɪ.
10. ɲá nyɪl naa wɪf.

6. Transformation Drill

Change the present tense to the past.

Teacher

naa lfi gbàṅá
naa bá kwéíléí
naa kwéíléí

Students

ná lí gbàṅá
ná bá kwéíléí
ná kwéíléí

1. yaa lfi kpálàṅá
2. yaa nyéé mfi
3. a seṅdà wéífi
4. a lónóí f pó
5. kwaa tétéí kwéíléí
6. kwaa pélé yíáí
7. daa tííkéí bē
8. daa kpoíḽḽí sáyéí
9. naa páí péíléí lá
10. naa páí lookpálàṅá

11. zinā ṅwéífi
12. a ṅwéífi
13. yaa wéífi f lí dūkóó
14. yaa wéífi f lí dūkóó
15. kwaa líí ñyáí lá
16. kwaa líí dūkóó
17. naa wúlú kááí
18. naa nyíí kpiṅ ma
19. daa ṅilā kwéíléí
20. daa seṅdà yéí

7. Transformation Drill

Change statements in the general present to the specific past. If the statement is given in the specific past, then change it to the general present.

Teacher

1. naa molíí sáyéí
2. kú péíléí kàà
3. káá líí kpálàṅá
4. kaa páí loo kpálàṅá
5. dí nyíí kpiṅ mà
6. f lònò ná pó
7. káá tíí kél péíléí mù

Students

8. daa ṅwúlíí kááí
9. kú lí gbàṅá
10. ná sua mfi
11. yaa kòḽḽí tétéí kú pó
12. naa páí ñyáí lá
13. è kpoíḽḽí sèyè
14. kwaa tété mfi

15. daa líí pele mà

NEW VOCABULARY

wéé yesterday

Note: Time words are usually placed at the end of the sentence. They may, however, be placed directly before the verb:

f lí mí wéé?

Where did you go yesterday?

f wéé-lí mí?

Where did you go yesterday?

8. Transformation Drill
Make the appropriate changes.

Teacher	Verbal Cue	Students
káá míl naa	sáà	káá sáà míl naa
káá míl naa	wéé	è wéé míl naa
1. naa misên yíál	sáà	
2. daa tíf kél Bè	wéé	
3. kwaa kǝsǝlǝl séyé	wéé	
4. yaa mál míl	sáà	
5. a téblél tǝfǝl ná pǝ	wéé	
6. kaa pál pele mà	sáà	
7. yaa kíên yíál	sáà	
8. naa líl tótótà	wéé	
9. a lónól ná pǝ	wéé	
10. daa nyíl Bè	sáà	
11. kwaa nilâ yíál	wéé	
12. kaa sǝndâ wǝlǝl	sáà	

NEW VOCABULARY

kwǝlǝ	to look for
ǝlǝl	to cook
kířǝ séyé	to run (lit. to take speed)
séye wáá	to wash clothes

9. Repetition Drill

Teacher	Students
ná mál ǝlǝl wéé.	ná mál ǝlǝl wéé.
í wéé séye wáá.	í wéé séye wáá.
1. è pǝlǝl kwǝlǝ wéé.	6. dí wéé séye wáá.
2. è wéé pǝlǝl kwǝlǝ.	7. í tǝmáláál ǝlǝl wéé.
3. kú wéé kířǝ sǝyè kpálàǝ.	8. è wéé tǝmáláál ǝlǝl.
4. kú kířǝ sǝyè kpálàǝ wéé.	9. ná wéé nálóǝ kwǝlǝ.
5. dí séye wáá wéé.	10. ná nálóǝ kwǝlǝ wéé.

10. Substitution Drill
Make the appropriate changes.

Teacher

káá misēŋ ŋlílí sáá.
kwélíí
wéé

1. seye
2. wáá
3. tínáá
4. kířé séyéí
5. wéé
6. sáá
7. mál
8. ŋlílí
9. wéé
10. kwélíí

21. kwélíí

Students

káá misēŋ ŋlílí sáá.
káá misēŋ kwélíí sáá.
è misēŋ kwélíí wéé.

11. seye wáá
12. tínáá
13. sáá
14. kwélíí
15. wéé
16. mólíí
17. tínáá
18. kířé séyéí
19. wéé
20. misēŋ

11. Response Drill

Teacher

lé ué í ŋlílí wéé?
lé ué í ŋlílí wéé?

1. tùmáláá
2. kířé
3. misēŋ
4. Éá
5. sua

6. manaq
7. tée
8. tùmáláá
9. nyéé
10. misēŋ

Flashcard
Cue

sua
téé

Student

ŋá wéé sua ŋlílí.
ŋá wéé téé ŋlílí.

(Continue asking each student the same question using the above cues.)

12. Response Drill

<u>Teacher</u>	<u>Verbal Cue</u>	<u>Students</u>
1 wéé kírè sèyè mí?	tótótà	ḡá kírè sèyè tótótà wéé.
1 wéé kírè sèyè mí?	loo kpálàḡa	ḡá kírè sèyè loo kpálàḡa.

(Continue in the same way as exercise number 10.)

- | | |
|--------------|------------------|
| 1. dùkóó | 6. loo kpálàḡa |
| 2. ḡyál lá | 7. tótótà |
| 3. pélélí lá | 8. kòlòpélélí lá |
| 4. kpálàḡa | 9. dùkóó |
| 5. gbàḡá | 10. pélélí lá |

13. Chain Drill

Teacher :	lé ué í wéé?
Verbal Cue :	seye wáà
Student 1 :	ḡá seye wáà wéé lé ué é kè wéé?
Verbal Cue :	kòlòl kwèlì
Student 2 :	ḡá kòlòl kwèlì wéé. lé ué í kè wéé?

(Continue with all students in the class. Provide students with cues if it is necessary.)

- | | |
|-----------------|------------------|
| 1. manḡ | 6. ḡilâ kwèlì |
| 2. kírè sèyè | 7. kírè sèyè |
| 3. pélélí kwèlì | 8. seye wáà |
| 4. seye wáà | 9. nyéé ḡlìlì |
| 5. misêḡ ḡlìlì | 10. kpálàḡ kwèlì |

14. Transformation Drill

Change the past to present, and the present to past.

Teacher

ɔaa n̄ál kwéííí sáá
í moloŋ yíá wéé

1. n̄áíloŋ kwéííí sáá.
2. kaa t́ínáá ííí' tótótà.
3. è wúlú kàà wéé.
4. ɔá wéé kíēŋ m̄íí.
5. kwaa lónóí í pó sáá.
6. yaa t́íí k̄éí loo kpálàŋa t́ínáá.
7. kú t̄éé m̄íí wéé.
8. ka wéé nyíí p̄éííí mù.
9. ɔaa sua ñíííí sáá.
10. káá k̄p̄íŋ kwéííí sáá.

Students

ɔá n̄ál kwéííí wéé
yaa moloŋ yíáí sáá

11. è wéé íí ñyáí lá.
12. í wúlú kàà wéé.
13. a lónóí kú pó t́ínáá.
14. daa t́íí k̄éí naa sáá.
15. ɔá seye wàà wéé.
16. ka k̄ííí s̄eyè pele mà wéé.
17. yaa nyéé ñíííí sáá.
18. kaa wéé p̄éííí kwéííí.
19. í nyíí Éé wéé
20. di tùmáíáá ñíííí wéé.

15. Response Drill

Teacher

yaa sáá ñwéííí í lí m̄íí?
í ñwéííí í lí m̄íí wéé?

Students

ɔá káá ñwéííí ɔá lí dùkóó.
ɔá ñwéííí ɔá lí loo kpálàŋa wéé.

(Continue with each student. Ask two questions, the first with /sáá/ and the second with /wéé/. Use the words below to prompt students.)

- | | |
|----------------|--------------|
| 1. Éé | 6. p̄éííí lá |
| 2. tótótà | 7. naa |
| 3. ñyáí lá | 8. kpálàŋa |
| 4. dùkóó | 9. pele mà |
| 5. loo kpálàŋa | 10. gbàŋá |

16. Moving Slot Drill
Make the appropriate changes.

Teacher

ḡá kòlò tèt f pò wéé.
è
sáà

Students

ḡá kòlò tèt f pò wéé.
è kòlò tèt f pò wéé.
káá kòlò tét f pò sáà

- | | |
|------------|-----------------|
| 1. káá | 14. kířt sèyè |
| 2. ka káá | 15. sáà |
| 3. tétlél | 16. seye wàà |
| 4. kwélf | 17. misên mfl |
| 5. yíál | 18. f káá |
| 6. séyéi | 19. tfináá |
| 7. f káá | 20. sua |
| 8. yaa | 21. ḡá káá |
| 9. wéé | 22. kíên |
| 10. mál | 23. fé |
| 11. ḡlil | 24. scqdâ ḡflfl |
| 12. kwèlè | 25. tff kéi |
| 13. kpálàn | 26. lónól |

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

The expression ná hwélfí ka pélá mean literally 'I want (it) you fill yourself. The verb péla only means to fill one's stomach. To fill anything else such as a bottle, box, or kinja, you will use a different verb.

MORE ON FOODS

After passing the night in the hwéyé pélé in Fríàlá, a woman brings in food for Tom and Slàfá. The town chief always appoints someone to feed strangers during their stay.

The main items in a typical breakfast would be rice with sauce, Sá dà láó, or rice cooked with bitter balls, Sá dà kwéllé. Tom and his friend might also be served some boiled eddoes, gbinén wòlò níllyé or boiled cassava, manan níllyé. Usually a side dish of boiled eggs, téé nálon níllyé, would also be served. If there is fruit on hand, oranges, gábill, paupau, dònkólón, or some other fruit would also be provided.

Ask your instructor to elaborate a bit on these dishes. See if you can find out just how they are prepared, what spices are added, and so on. Get the names of several other foods that might be served for breakfast.

WRITING A PARAGRAPH IN KPELLE

Everyone will write one paragraph in Kpelle. Imagine that you are writing to a town chief and you wish to tell him the followings:

- who you are
- where you are from
- what you are doing in Liberia
- how you are going about it

As in the conversations, you should make use of as much relevant material as possible. When everyone has done this, each person will get up and read his paragraph. Your instructor will comment on the merit and general appropriateness of each.

RICE PLANTING

In Liberia, the staple foods are rice, corn, cassava, and sweet potatoes. You will find that rice is served as an integral part of almost every meal.

Rice is usually planted in April or May during the first showers of the rainy season. The planting itself is usually done by the women of the household who may be assisted by the younger children. The monotony of the long, arduous hours spent at planting is often relieved by singing. Sometimes, the singing may be accompanied by several drummers.

Here is a typical song that you might hear on a farm while the planting is in progress. Your instructor will teach it to you.

kú m̀ó òò, kú m̀ó òò
kú kélée kwa kú m̀ó òò
aaóyaa --

kú ḱó òò, kú ḱó òò
kú kélée kwa kú ḱó òò
aaóyaa --

kú k̀éì òò, kú k̀éì òò
kú kélée kwa kú k̀éì òò
aaóyaa --

kú séí òò, kú séí òò
kú kélée kwa kú séí òò
aaóyaa --

kú t́óó òò, kú t́óó òò
kú kélée kwa kú t́óó òò
aaóyaa --

kú lí òò, kú lí òò
kú kélée kwa kú lí òò
aaóyaa --

If you wish, your instructor can give you more words to make up several additional verses.

After the song has been translated for you, see if it might not apply equally as well to learning Kpelle as it does to planting rice.

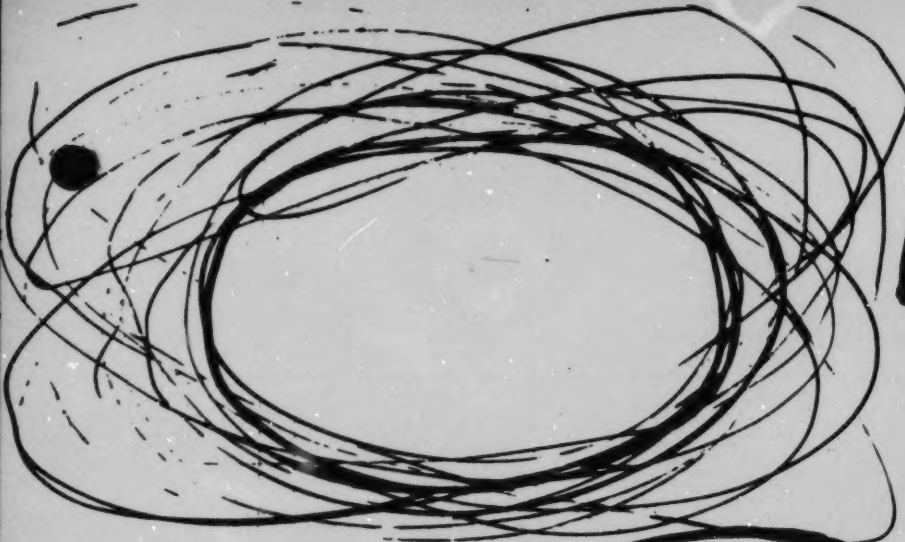
A SAYING

The meaning of this saying shouldn't be too obscure:

nú fáà m̀olón síl à fóló tóó táì.

"A man doesn't plant rice during the heat of the sun."

After you've all learned this one well, see if you can remember several corresponding ones in English.



I

LESSON

FIVE

fólóì nánáì,
pelei kwéyáì!

kú kpílá bé kú
yá lòn kpélé!

í kólón yá
nǐlǐyé ká bé?

kpáàò, yá
káláé fé
bé o!

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom and Slàfá are on the road from Frfálá to Máímù. They stop by a hut to find something to drink.

Tom : ɛ́ólól nánáí, ɛ́leí kwéyáí!

The sun is hot,
the road is long!

Slàfá : kú kpílá ɛ́ kú yá lôn kpélé!

Let's stop here
and drink a little
water!

Tom : í kólón yá níllyé káá ɛ́?

Do you think there
is boiled water here?

Slàfá : kpáàò, yá kéléé fé ɛ́ o!

No, there's no water
here at all!

USEFUL EXPRESSIONS

kpélé wélí káá má.

I'm thirsty!

ɛ́ má kpón!

Wait for me!

1. Flashcard-Response Drill

The teacher will show a flashcard, the student must respond with an appropriate imperative using the specific form of the noun.

Flashcard

téé

yá

1. ɛɔli

2. kpɔŋ

3. nyéé

4. kiéŋ

5. miséŋ

6. gbàŋá

Student

téé! míf!

nyá! kpé!é!

7. manan

8. téblé

9. tótótà

10. leyí

11. scɔkáú

12. kpálàŋa

(This exercise may be continued with all of the flashcards introduced so far.)

2. Transformation Drill

The teacher will ask "Do you (does he, she) want the _____?"

Answer, "No. I have (he, she has) a _____."

Teacher

f káá kpóló! wélfí?

f káá scɔkáú! wélfí?

1. f káá nyéé! wélfí?

2. f káá téblé! wélfí?

3. f káá miséŋ! wélfí?

4. f káá heyí! wélfí?

5. f káá manan! wélfí?

Student

kpáá, kpóló káá ná yél.

kpáá, scɔkáú káá ná yél.

6. káá kpɔŋ wélfí?

7. káá téé! wélfí?

8. káá kiéŋ wélfí?

9. káá molí! wélfí?

10. káá kpóló! wélfí?

3. Question-Response Drill

The teacher will ask if you are doing something today. Answer "No. I _____ yesterday."

Teacher

- f káá lfi tótótà sáà?
f káá molii yíál sáà?
1. f káá seye wáál sáà?
2. yaa tée nílfi sáà?
3. yaa tùmáláá kwéíí sáà?
4. f káá scnkáú téeí ná pó?
5. yaa lfi fríálá sáà?

Student

- kpáà ná lí tótótà wéé.
kpáà ná molii yà wéé.
6. yaa lfi loo kpálàna sáà?
7. yaa molii kwéíí sáà?
8. f káá kíèñ yíál?
9. yaa téblé yíál?
10. yaa sua nílfi sáà?

4. Question Response Drill

Answer the questions in the negative.

Teacher

- kpólò káá f yéí?
káá kíèñ yíál?
di káá molii kwéíí?
kólò ká ní?

Student

- kpólò fé ná yéí
fé kíèñ yíál.
di fé molii kwéíí.
kólò fé ní.

1. maná káá f yéí?
2. káá kplé kwéíí?
3. kpólò ká ní?
4. leyí káá f yéí?
5. di káá kíèñ yíál?
6. scnkáú káá f yéí?
7. Tom ká tí?
8. níña ká ní?
9. ka káá nyéé mfi?
10. téblé káá f yéí?

11. yaa lfi kákátà?
12. yaa tùmáláá nílfi?
13. káá kíèñ séyéí péleí mà?
14. daa beyéí wáál?
15. káá pál péííí bó?
16. yaa lfi gbàná?
17. yàtà ká tí?
18. káá sua nílfi?
19. daa buai mfi?
20. pélé káá f yéí?

NEW VOCABULARY

lé tǎl	when
lónó	talk
nyíí	sleep
séyé	take
tíí ké	work

lé tǎl yaa ñwélíí í líí

When do you want to go?

naa lónó í pó.

I talk to you.

naa nyíí.

I sleep.

naa manan séyéí.

I take a cassava.

naa tíí kéí.

I work.

lá míí eat

naa lá míí.

I eat, I am eating.

When the food one eats isn't mentioned, then /lá/ must precede /míí/.

naa ñwélíí ná sua míí.

I want to eat meat.

naa ñwélíí ná lá míí.

I want to eat.

Note: with verbs ending in /íí/, such as, /míí/, /nyíí/, change tones with the progressive, but do not add another /íí/.

/líí/ → /naa líí/

but

/nyíí/ → /naa nyíí/

5. Repetition Drill

Teacher

naa lónó í pó.

Eaa nyíí

kwaa tíí kéí kàlòpéíí mù.

Student

naa lónó í pó.

Eaa nyíí

kwaa tíí kéí kàlòpéíí mù.

1. daa misèñ séyéí.

7. káá nyíí naa

2. kaa lónó ná pó.

8. kaa tíí kéí Bè.

3. naa nyíí péíí mù.

9. naa molon séyéí.

4. yaa tíí kéí Tótótà.

10. yaa lónó tísà pó.

5. kwaa sèṇḍà séyéí.

11. kwaa nyíí kpín mà.

6. daa lónó kú pó.

12. Eaa tíí kéí Bè.

6. Substitution Drill

Teacher

naa tíf kél sáà
lónólí í pò
moloŋ séyéí

1. Eaa nyíí
2. tíf kél
3. tíf kél loo kpálàŋa
4. lónólí ná pò
5. nyíí
6. káá molíí séyéí
7. lónólí kú pò
8. tíf kél naa

17. nyíí

Student

naa tíf kél sáà
naa lónólí í pò sáà
naa moloŋ séyéí sáà

9. nyíí pélélí mù
10. kaa
11. kaa málí nílíí
12. naa líí
13. pál pélélí lá
14. nyíí pélélí mù
15. Eaa tíf kél
16. lónólí kú pò

7. Substitution Drill

Repeat the statements, substituting time words in the appropriate place in the following statements.

Teacher

naa tíf kél kpálàŋa sáà
lóníí mà
naa nyíí tínáá
nele wíí òú

1. naa kpólólí séyéí tínáá
2. lóníí mà
3. wéé
4. a lónólí ná pò tínáá
5. lóníí mà
6. sáà
7. daa nyíí naa tí náá

Students

naa tíf kél kpálàŋa sáà
naa tíf kél kpálàŋa lóníí mà
naa nyíí tínáá
ná káá nyíí nele wíí òú

8. lóníí mà
9. nele wíí òú
10. kwaa tíf kél dùkóo tínáá
11. lóníí mà
12. sáà
13. Eaa ònkaúlí séyéí tínáá
14. lóníí mà
15. sáà

8. Response Drill

Respond to the question using the key word.

<u>Teacher</u>	<u>Verbal Cue</u>	<u>Student (1, 2, 3 ...)</u>
lé ué yaa kél?	kwélél	naa manan kwélél.
lé ué yaa kél?	lónól	na káá lónól í pó.

(Ask each student the same question. Prompt with the verbs below.)

- | | |
|------------|-----------|
| 1. yfál | 7. lónól |
| 2. káál | 8. kwélél |
| 3. nyíl | 9. líl |
| 4. tíl kél | 10. pál |
| 5. míl | 11. télél |
| 6. séyél | 12. yfál |

9. Response Drill

Give short answers.

<u>Teacher</u>	<u>Student (1, 2, 3 ...)</u>
lé ué yaa ñwélíl?	senkáá.
lé táíl kaa líl?	nele wíí àú.
gbcê káá tíl kél?	Tótó.
1. lé ué yaa kwélél?	8. lé táíl a pál?
2. lé táíl yaa kwélél?	9. lé táíl yaa líl?
3. gbcê káá tíl kél?	10. gbcê káá kpólò yfál?
4. lé ué a kél?	11. gbcê káá lónól?
5. lé ué daa ñwélíl?	12. gbcê káá pál?
6. lé ué yaa ñyfál?	13. lé táíl a líl dùkóo?
7. lé táíl kwaa tíl kél?	14. lé ué naa kél?
15. lé ué yaa kél?	

10. Transformation Drill

Each student, in turn, will make up a question that fits the teacher's answer.

Teacher

lónfí mà
Boli
mùsú

Student (1, 2, 3 ...)

lé tál yaa pál?
lé ué yaa yíál?
gbɛɛ káá nyíí?

1. ɲele wíí àù.

7. Bá

2. tɛɛ

8. sáà

3. sáà

9. ɲele wíí àù

4. tínáá

10. kíɛɲ

5. zinâ

11. kpɪɲ

6. tùmáláá

12. tínáá

11. Response Drill

Each student will answer using the /káá/ form of the verb.

Teacher

lé tál yaa tíf kél?
gbɛɛ káá kòlò wélíí?
lé ué a kél?

Student (1, 2, 3 ...)

ɲá káá tíf kél lónfí mà.
tótó káá kòlò wélíí.
káá tíf kél.

1. lé tál yaa líí dùkóó?

11. gbɛɛ káá nyíí naa?

2. lé tál daa pál pélíí lá?

12. gbɛɛ káá lónól?

3. lé ué a kél?

13. lé tál yaa tíf kél?

4. lé ué yaa ɲwélíí?

14. lé tál a lá míí?

5. gbɛɛ káá tíf kél Bɛ?

15. lé ué ɲaa kél?

6. gbɛɛ káá tùmáláá kwélíí?

16. lé ué daa kél?

7. lé tál ɲaa pál kòlòpélíí lá?

17. lé tál yaa líí?

8. lé tál a mɪsɛɲ séyéí?

18. lé tál kaa nyíí?

9. lé ué kwaa ɲyíál?

19. gbɛɛ káá pélíí káál?

10. lé ué kaa tɛɛí?

20. gbɛɛ káá kpɪɲ séyéí?

12. Chain Drill

Teacher : lé ué a kɛ́l?
(to Student 1, indicating Student 2)

Student 1 : lé ué yaa kɛ́l?
(to Student 2)

Student 2 : naa tùmàláá mɛ́l.
(to Student 1)

Student 1 : káá tùmàláá mɛ́l.
(to teacher)

Teacher : lé ué a kɛ́l?
(to Student 2, indicating Student 3)

Student 2 : lé ué yaa kɛ́l?
(to Student 3)

(Continue in this way with everyone. When necessary, the students may be prompted with verbs.)

13. Substitution Drill

Teacher

lé ué yaa ñwélɛ́lɛ́.
f kɛ́ sáà.
f kwélɛ́.

- | | |
|-------------|-------------|
| 1. f yíá | 6. f tɛ́ɛ |
| 2. f kɛ́ | 7. f yíá |
| 3. f mɛ́ | 8. f kɛ́ |
| 4. f kpélɛ́ | 9. f mɛ́ |
| 5. f séyɛ́ | 10. f séyɛ́ |

Student

lé ué yaa ñwélɛ́lɛ́?
lé ué yaa ñwélɛ́lɛ́ f kɛ́ sáà?
lé ué yaa ñwélɛ́lɛ́ f kwélɛ́ sáà?

14. Repetition Drill

Teacher

na káá ñwélɛ́lɛ́ na lí dükúú.
káá ñwélɛ́lɛ́ é lí taai ɛ́ú.

1. f káá ñwélɛ́lɛ́ f lí pɛ́lɛ́lɛ́ lá.
2. kwa káá ñwélɛ́lɛ́ kú lí tótótà
3. di káá ñwélɛ́lɛ́ di lí ñyál lá.
4. káá ñwélɛ́lɛ́ é lí kpálàna.
5. f káá ñwélɛ́lɛ́ é lí kpálàna.

Students

na káá ñwélɛ́lɛ́ na lí dükúú.
káá ñwélɛ́lɛ́ é lí taai ɛ́ú.

6. na káá ñwélɛ́lɛ́ na lí Dükúú.
7. kwa káá ñwélɛ́lɛ́ kú lí gbàna.
8. káá ñwélɛ́lɛ́ é lí pɛ́lɛ́lɛ́ lá.
9. di káá ñwélɛ́lɛ́ di lí ñyál lá.
10. f káá ñwélɛ́lɛ́ f lí lóo kpálàna

15. Substitution Drill

Teacher

lé tál yaa hwélíí f lí?
f nyíí

1. f lí tótótà

2. f nyíí

3. f lá míf

4. f lókó pò

5. f tíf ké

Student

lé tál yaa hwélíí f lí?
lé tál yaa hwélíí f nyíí?

6. f pá dükó

7. f kpélé

8. f kwélé

9. f nyíá

10. f lá míf

16. Substitution Drill

Teacher

yaa hwélíí f lí míf
f nyíí míf

1. f pá míf

2. f nyíí míf

3. f tíf ké míf

4. f ñanaq sáyá míf

5. f míf míf

Student

yaa hwélíí f lí míf
yaa hwélíí f nyíí míf

6. f lí míf

7. f pá míf

8. f nyíí míf

9. f yíá míf

10. f lí míf

17. Chain Drill

Teacher : lé ué yaa hwélíí?

Student 1 : ná káá hwélíí ná lí dükó
lé ué yaa hwélíí?

Student 2 : ná káá hwélíí ná lá míf
lé ué yaa hwélíí?

(Continue in this way with all the students.)

A.

Teacher : lé tál yaa hwélíí f lí?

Student 1 : ná káá hwélíí ná lí lóníí mà.
lé tál yaa hwélíí f lí?

Student 2 : ná káá hwélíí ná lí tínáá.
lé tál yaa hwélíí f lí?

B.

Teacher : lé ué yaa ñwélfí í lá míf?

Student 1 : ñá káá ñwélfí ñá sua míf.
lé ué yaa ñwélfí í lá míf?

Student 2 : ñá káá ñwélfí ñá tùmàláá míf.
lé ué yaa ñwélfí í lá míf?

C.

Teacher : káá ñwélfí é lí míf?
(to Student 1, asking about Student 2)

Student 1 : yaa ñwélfí í lí míf?
(To Student 2)

Student 2 : ñá káá ñwélfí ñá lí pélélí lá.

Teacher : káá ñwélfí é lí míf?

Student 1 : yaa ñwélfí í lí míf?

Student 2 : ñá káá ñwélfí ñá lí loo kpálàña.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

SOME IDIOMS

The phrase í kólón means literally 'do you know it?' In Kpelle, this is used in the same way as the English 'do you think (that)?'

In the lessons so far, you have used the word wélf as a verb. In the expression kpélé wélf káá má, it is used as a noun. This sentence would be translated literally as 'the desire to drink is upon me.'

GETTING A DRINK OF WATER

In travelling through the bush, you would be well-advised to carry your own water with you in a canteen. Avoid the predicament Tom and Sláfá found themselves in. If you find yourself without water, you can always stop at some house along the way and get a drink. If you wish boiled water, or yá nílíyé, you will probably have to boil it yourself. Though there are people in the larger towns and cities who do drink boiled water, the average village household uses its water just as it comes from either a neighboring spring, stream, or well. If you drink this water, without boiling it first, you may develop diarrhea, dysentery, worms, or some other gastrointestinal problem. On the other hand, if you are not a great water drinker, you might partially skirt the problem by consuming your fair share of soft drinks, beer, and palm wine.

SITUATIONS

Several people will come up before the group and present one of the following situations. If there is time, every person in the class should participate in at least two different situations. Your instructor will prompt you. Don't forget to use the useful expressions whenever they are appropriate.

- 1.) (2 people) A chief has indicated that the newly-arrived traveller in his town shall spend the night at the 'stranger's house.' The traveller is now talking with the man who is taking him to the house. Since this is the first time the stranger has stayed in a small town, he is asking many questions about food and lodging.

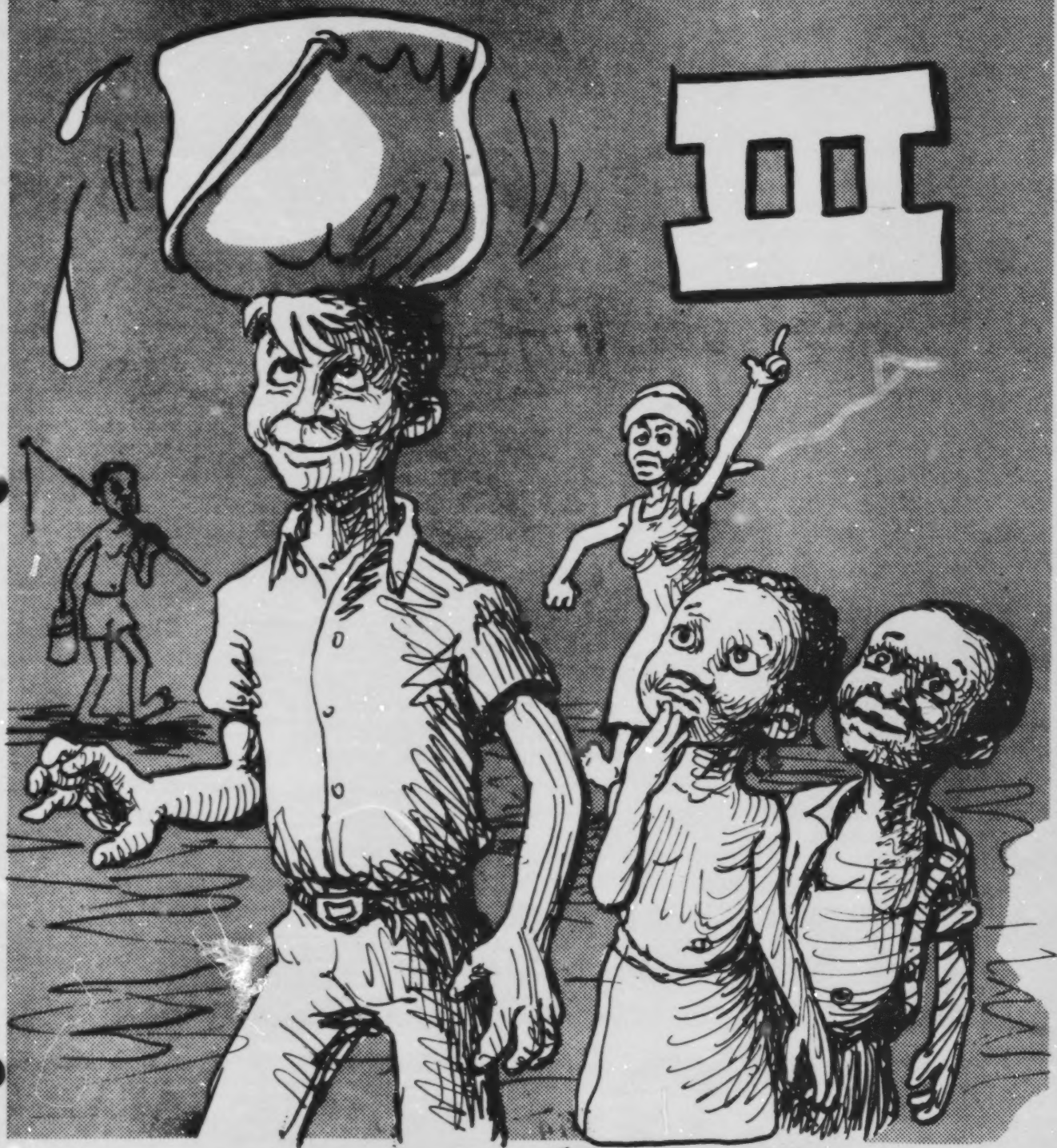
- 2.) (2 people) Two travellers meet on a road between Fríðalá and Máimú. They greet each other, exchange names, and converse for several minutes. The topic of food arises, and soon each is trying to out-do the other in describing his or her last big meal.
- 3.) (3 people) Two friends greet each other and stop to converse. After about one minute, a third person, who is a friend of one of them, arrives on the scene and is introduced to the other. In the course of the conversation, the newcomer asks about foods and then about boiled water. The other two try to answer his questions.

CARTOONS

Without looking at the cartoon strips, repeat the dialogues after your instructor twice. He will then explain the new words and constructions. After you are sure of the meaning and pronunciation of each item, the instructor will call on several people at a time to act out the strip with its dialogue. After everyone in the class has had a chance to do this, you will then change the dialogue. Stay within the framework of the cartoon, but substitute different words. See how many different twists you can give to the situation depicted here.

UNIT

III



ná káá kwéléì !

lé vé í kèì ?

ná kwei káá sólú.

III

LESSON ONE

yaa sálé wélú?!

ÈÈ, ná kwei
káá sólú bòlò.

pá kú lí !

fàa
pélá !



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Bring on the bicarb!

Tom :	ḡá káá kwéííí!	I'm sick.
Man :	lé ué í kélí?	What's wrong with you? ("what is it that does you?")
Tom :	ḡá kwei káá sóííí.	My stomach hurts.
Man :	yaa sálé wéííí?	Do you want medicine?
dog :	fáà péíá!	He never gets full!
Tom :	ěc, ḡá kwei káá sóííí bóbíí.	Yes, my stomach is really hurting! ("... hurts too much.")
Man :	pá kú lí!	Come with me!
Sign :	sálé péíé	Hospital.

USEFUL EXPRESSIONS

kwei púi káá ḡá kélí!	I have diarrhea.
ḡá kóbíí fágáí.	I have a fever.

1. Repetition Drill

Teacher

lé ué yaa òwélífl?
 ná káá tíf kél lóníí mà.

1. káá lá míf sáà.
2. ku káá pál kòlòpélífl lá sáà
3. ná káá nyífl òele wíf òò.
4. lé ué í káá kél sáà?
5. lé ué yaa òwélífl?
6. lé ué ká tíf

Students

lé ué yaa òwélífl?
 ná káá tíf kél lóníí mà.

7. lé ué í káá kél lóníí mà?
8. lé ué yaa òwélífl í kél?
9. lé tál yaa òwélífl í lí?
10. lé tál yaa òwélífl í lí?
11. yaa òwélífl ná lí míf?
12. lé ué yaa òwélífl í míf?

2. Response Drill

Teacher

lé ué yaa òwélífl?
 yaa òwélífl í lí míf?
 lé ué yaa òwélífl í kél?

1. lé ué yaa òwélífl?
2. yaa òwélífl í tíf kél míf?
3. lé ué yaa òwélífl ná kél?
4. yaa òwélífl í lá míf míf?
5. lé ué yaa òwélífl?

Students

naa sɔŋkád wélífl.
 naa òwélífl ná lí tótótà.
 naa òwélífl ná tíf kél sáà.

6. lé ué yaa òwélífl é kél?
7. yaa òwélífl dí tíf kél míf?
8. yaa òwélífl kó nyífl míf?
9. lé ué yaa òwélífl?
10. lé ué yaa òwélífl í kél?

GRAMMAR POINT

Old Pattern: òulòŋ káá kél.

The man is doing it.

New Pattern: pùlò káá ná kél.

I'm hungry. (literally: "hunger is doing me.")

In this case, /ná/ is the object of the verb /kél/ "to do."
 Remember to lower the initial tone of the verb to show the third person object.

pùlò káá ná kél. "

I'm hungry.

pùlò káá kél.

He's hungry.

("hunger is doing him.")

NEW VOCABULARY

pùlù	hunger
nyíí	sleep
kwéíé	sickness, cold

3. Repetition Drill

Teacher

pùlù káá ná kél.
pùlù káá í kél.

1. pùlù káá í kél.
2. pùlù káá kú kél.
3. pùlù káá ka kél.
4. pùlù káá kél.
5. nyíí káá í kél.

Students

pùlù káá ná kél.
pùlù káá í kél.

6. nyíí káá í kél.
7. nyíí káá kél.
8. kwéíé káá í kél.
9. kwéíé káá kwa kél.
10. kwéíé káá kél.

4. Response Drill

Answer the questions affirmatively.

Teacher

pùlù káá í kél?
pùlù káá kél?

1. pùlù káá í kél?
2. pùlù káá dí kél?
3. nyíí káá í kél?
4. kwéíé káá í kél?
5. kwéíé káá kél?

Students

Éc pùlù káá ná kél.
Éc pùlù káá kél.

6. nyíí káá kú kél?
7. nyíí káá kwa kél?
8. pùlù káá í kél?
9. pùlù káá kél?
10. kwéíé káá kél?

5. Substitution Drill

Teacher

kwélé káá f kél.
kél

1. pùlù

2. f

3. ká

4. nyíí

5. kél

Students

kwélé káá f kél.
kwélé káá kél.

6. kwélé

7. f

8. dí

9. nyíí

10. kwa

GRAMMAR POINT

Old Pattern: ɲá káá lfi ʔaai ʔú. I'm going to town.

New Pattern: ɲá káá ʔuai kulai kpíli ʔú. I'm taking the meat out of the kinja!

Notice that the postposition /sú/ only indicates location, not direction. The English sense of "to" or "from" is supplied by the verb.

NEW VOCABULARY

kula to take (something) out (of) ...

kpíli kinja (a hamper made from palm leaves)

6. Repetition Drill

Teacher

ɲá káá manan kulai kpólóí ʔú.
ɲá káá ʔuai kulai ɲeyíí ʔú.

1. káá manan kulai kpólóí ʔú.

2. ʔ kùlā kpólóí ʔú.

3. ʔ mál kùlā kpíli ʔú.

4. ʔ misɛŋ kùlā tɛblélí lá.

5. ɲá mólɔŋ kùlā kpíli ʔú.

Students

ɲá káá manan kulai kpólóí ʔú.
ɲá káá ʔuai kulai ɲeyíí ʔú.

6. mùsú tùmáláál kùlā ɲeyíí ʔú.

7. gefóló ʔuai kùlā kpíli ʔú.

8. mómóó manan kùlā kpíli ʔú.

9. ʔ kùlā kpólóí ʔú.

7. Substitution Drill

Teacher

mùsú ʒuai kùlà k̀píllí sù.
 ɲá

1. ɲeyíí

2. è

3. í

4. k̀póllí

5. mómóó

6. dí

7. kíèɲ

8. mísèɲ

9. ɲanaɲ

10. ɲáí

Students

mùsú ʒuai kùlà k̀píllí ʒù.
 ɲá ʒuai kùlà k̀píllí ʒù.

8. Response Drill

Teacher

gbcè ʒuai kùlà ɲeyíí ʒù?

1. gbcè ɲanaɲ kùlà k̀póllí ʒù?

2. gbcè tùmàláláí kùlà ɲeyíí ʒù?

3. gbcè mísèɲ kùlà ɲeyíí ʒù?

4. gbcè ʒuai kùlà ɲeyíí ʒù?

5. gbcè ʒuai kùlà k̀píllí ʒù?

6. gbcè ɲáí kùlà k̀póllí ʒù?

7. gbcè kíèɲ kùlà k̀póllí ʒù?

8. gbcè tùmàláláí kùlà k̀póllí ʒù?

Student

ɲá ʒuai kùlà ɲeyíí ʒù.

GRAMMAR POINT

Old Pattern: ɲá ʒuai kùlà k̀píllí ʒù.

I took the meat out of the kinja.

New Pattern: ɲá kùlà p̀fíléí mù.

I came out of the house.

When /kula/ is used intransitively, that is, without an object, it means "to leave (a place)."

è kùlà ɲíníɲá.

He came in from outside.

è kùlà kpìɲa

He got out of bed.

NEW VOCABULARY

kula (intransitive) to leave

ɲíníɲá outside

9. Repetition Drill

Teacher

ḡá kùlà kpìḡa
e kùlà kpìḡa

Student

ḡá kùlà kpìḡa
e kùlà kpìḡa

- | | |
|--------------------------------|-----------------------------------|
| 1. Tom kùlà ḡíníḡá | 6. ḡá káá kulai tíf kèí lóníf mà. |
| 2. kwa kùlà ḡíníḡá. | 7. ḡá kùlà dùkóó wéé. |
| 3. è kùlà kpìḡa. | 8. momóó kùlà pèlèí mù. |
| 4. káá kulai tíf kèí. | 9. òisâi kùlà kòlòpèlèí mù wéé. |
| 5. káá kulai tíf kèí lóníf mà. | 10. è kùlà ḡíníḡá. |

10. Response Drill

The student may answer the question affirmatively or negatively.

A.

Teacher

Tom káá kulai ḡíníḡá?
Tom kùlà pèlèí mù?

Student

kpáá. Tom fèé kulai ḡíníḡá.
èè. Tom kùlà pèlèí mù.

- | | |
|-----------------------------|--|
| 1. mùsú kùlà kòlòpèlèí mù? | 6. dí kùlà tótótà? |
| 2. òisâi kùlà kòlòpèlèí mù? | 7. gefóló kùlà kpálàḡa? |
| 3. í kùlà kpìḡa? | 8. è kùlà lóó kpálàḡa? |
| 4. ḡenfi kùlà pèlèí mù? | 9. ḡá káá kulai kòlòpèlèí mù lóníf mà? |
| 5. ḡálónḡ kùlà tíf kèí? | 10. í káá kulai kòlòpèlèí mù lóníf mà? |

B.

The student should answer appropriately with a pronoun (or proper name) or a time word. (/sáá, lóníf mà, / etc.)

Teacher

gbèè kùlà ḡíníḡá?
lé tǎí è kùlà pèlèí mù?

Student

ḡá kùlà ḡíníḡá.
è kùlà pèlèí mù wéé.

- | | |
|-------------------------------------|--------------------------------|
| 1. lé tǎí tom kùlà tíf kèí? | 6. gbèè kùlà ḡíníḡá? |
| 2. gbèè káá kulai tíf kèí lóníf mà? | 7. gbèè kùlà kpìḡa? |
| 3. gbèè kùlà kòlòpèlèí mù? | 8. lé tǎí tm kùlà lóó kpálàḡa? |
| 4. lé tǎí í kùlà ḡíníḡá? | 9. lé tǎí tom kùlà kpìḡa? |
| 5. lé tǎí e kùlà dùkóó? | 10. gbèè kùlà kpálàḡa? |

11. Moving Slot Drill

Teacher

ɲá káá manan kulai kpólóɔ́ ʒú.
tùmàláláɪ

Student

ɲá káá manan kulai kpólóɔ́ ʒú.
ɲá káá tùmàláláɪ kulai kpólóɔ́ ʒú.

- | | | | | |
|-----------|-----------------|---------------|---------------|------------|
| 1. mɪscɛ | 6. kùlà | 11. téblé lá | 16. dùkɔ | 21. gefóló |
| 2. kíɛɲ | 7. mùsú | 12. kpílíɪ ʒú | 17. ɲíníɲá | 22. lé táɪ |
| 3. mál | 8. ɛ | 13. ɛ | 18. pélélí mù | 23. gbɛɛ |
| 4. ɲyéélí | 9. ɲeyíɪ | 14. ɲá | 19. kpíɲa | 24. ɲá |
| 5. í | 10. lóo kpálàɲa | 15. tífkélí | 20. kpálàɲa | 25. í |

GRAMMAR POINT

Old Pattern: í fé pélélí kwelíɪ.

You are not looking for the house.

New Pattern: yaa fáá pélélí kwelíɪ.

You do not look for the house.

When the general present tense is used in the negative, /fáá/ is used instead of /fé/. Remember to use the pronouns for the general present.

fé seye wáál.

He's not washing clothes.

fáá seye wáál.

He does not wash clothes.

12. Repetition Drill

Teacher

ɲaa fáá misɛɲ ɲílíɪ.
a fáá kíɾɛ séyéɪ.

Students

ɲaa fáá misɛɲ ɲílíɪ.
a fáá kíɾɛ séyéɪ.

1. daa fáá seye wáál sáá
2. kwaa fáá tùmàláláɪ ɲílíɪ
3. yaa fáá kóló séyéɪ
4. fáá kpálàɲ kwelíɪ
5. ɲaa fáá molon vɛál
6. kaa fáá kíɾɛ séyéɪ

7. yaa fáá sua ɲílíɪ
8. daa fáá seye wáál
9. ɲaa fáá pélélí kwelíɪ
10. kwaa fáá manan mí
11. kaa fáá líɪ ɲyál lá
12. fáá kíɾɛ séyéɪ

13. Transformation Drill

Change these positive statements to the negative.

Teacher

ɲaa lɪl tótótà sáá.
yaa ɲwélɪl í manan mí.

Students

ɲaa fáà lɪl tótótà sáá.
yaa fáà ɲwélɪl í manan mí.

1. a moloɲ ɲɪlɪl tɪnáá.
2. daa ñcnɪl kwɛlɪl.
3. yaa kɪrɛ séyéɪ loo kpálàɲa
4. kwaa seye wááɪ sáá.
5. ɲaa ɲwélɪl ɲá lí dùkóo.
6. a sua ɲɪlɪl leyɪ sū.
7. kaa nyíɪ pɛɪɪl mù.
8. yaa lóhóɪ pɔ.
9. kwaa manan ɲɪlɪl tɪnáá.
10. daa moliɪ kwɛlɪl
11. yaa kɪrɛ seyeɪ nyáɪ lá.

14. Response Drill

Answer these questions negatively

Teacher

yaa mál ɲɪlɪl kpíɪl sū?
yaa nyíɪ pele mà?

Students

kpáà, ɲaa fáà mál ɲɪlɪl kpíɪl sū.
kpáà, ɲaa fáà nyíɪ pele mà.

1. yaa kɪrɛ séyéɪ kòlòpɛɪɪl lá
2. yaa seye wááɪ pɛɪɪl mù?
3. yaa nyáɪ kwɛlɪl?
4. yaa nyíɪ loo kpálàɲa?
5. yaa lóhóɪ kú pɔ sáá?
6. yaa tùmáláá ɲɪlɪl?
7. yaa tɛɛ mɪl tɪnáá?
8. yaa pɛɪɪl kwɛlɪl?
9. yaa tɪf kɛɪ taal sū?
10. yaa pál tótótà tɪnáá?

C U L T U R A L M A T E R I A L A N D
L A N G U A G E L E A R N I N G A C T I V I T I E S

SOME MORE IDIOMS

The expression ná káá kwéíléí means literally 'I am being sick.' kwéíléí may mean either to be sick or to be cold depending on how it is used. When you say ná kòlò fánáí, you are actually saying 'my skin (it) is hot.'

FINDING A DOCTOR

In Liberia, you will find medical doctors mainly in the larger towns and cities. Some of the smaller towns may have a small clinic run by a male nurse, called a 'dresser,' who has some medical experience. If, in a small town, someone falls seriously ill, the town chief would arrange to have the person taken to the nearest hospital or medical facility.

For less serious medical problems, the village zoo, a specialist in herbal medicine, might be summoned by the chief.

SICKNESSES AND REMEDIES

Learn the names of the following ailments:

moloŋ nyiŋ	measles (literally: rice-tooth)
soo kòbófélá	chicken pox (literally: horse-sickness)
gãa	small pox
kíá kiêŋ	jaundice
gbótò	leprosy
twǎlà	cough

During your stay in Liberia, you will probably be supplied with different medications or have access to them. It might be interesting, however, to note, in passing, some typical Kpelle remedies for common discomforts. For fever, a hot tea is brewed from kúúŋ wúlù láá or "fever-leaf." This may also be mixed with street-stroller leaf and catnip. For diarrhea, the juice of a lime is taken with salt. If there is no lime available, the bud of the christmas-bush leaf or guava leaf is washed and chewed with a bit of salt. For a small cut, the bud of the christmas-bush is squeezed, and the liquid is rubbed on the cut. This acts as a disinfectant and coagulant.

Ask your instructor about other types of sicknesses and their remedies.

WRITING IN KPELLE

Everyone will write one paragraph in Kpelle. Imagine you are writing to your best friend back home. You will want to tell him or her about some particular experience you have had recently. This doesn't have to be elaborate, but strive for continuity. When you have finished, each person will read his paragraph before the class and your instructor will comment on it.

A SAYING

Learn this saying and then figure out it's meaning.

zoo fàà yèpè - Bálán nú a yáwó mà.

A zoo doesn't talk much or his friends will be afraid of him.

WEATHER REPORT

túnà



III LESSON TWO

kweli nàlé

túnà
káá pùí.

e kè í kílíyà
fóló káá tóóì?

kpááèè, ná kè
mòì nò!

yaa ñwélíí í túá
bé à kòlòlòy?

kpáà, kpíní
káá tóóì.

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Finding out how the rain forest got its name

- | | | | |
|------------|---|-------------------------------|---|
| Man | : | túnà káá púl. | It's raining. |
| Blacksmith | : | f kè f kflíqá fóló káá tóóì | Did you think the sun was shining? |
| Man | : | kpááèè, qá kè mól nó! | No, I was only saying it! |
| Blacksmith | : | yaa òwéíí f tús 5é à kòlòlòq? | Do you want to stay here for a while? |
| Man | : | kpáà, kpíní káá tóóì. | No, it's getting dark. ("dark is falling.") |

USEFUL EXPRESSIONS

- | | |
|----------------------|--------------------------------|
| k̀weli qálél káá mí? | Where's the blacksmith's shop? |
| yaa pòli kpétél mí? | Can you fix it for me? |

1. Response Drill (Review)

Teacher

lé tǎi f lǐ dǔkɔɔ?
f lǐ mǐ wéé?
gbɛɛ lǐ dǔkɔɔ wéé?

1. gbɛɛ lǐ tótótà?
2. lé tǎi è lǐ tótótà?
3. f wéé lǐ mǐ?
4. gbɛɛ pà dǔkɔɔ?
5. è wéé pà mǐ?
6. gbɛɛ nyééi nǐlǐ wéé?
7. lé tǎi f nyééi nǐlǐ?

Student (1, 2, 3 ...)

ná wéé lǐ dǔkɔɔ.
ná lǐ tótótà wéé.
gefɔ́ɔ lǐ dǔkɔɔ wéé.

8. f wéé nǐlǐ mǐ?
9. f wéé seye wáà mǐ?
10. gbɛɛ wéé seye wáà?
11. lé tǎi è seye wáà?
12. lé tǎi è tùmàlálǎi mǐ?
13. lé tǎi i tùmàlálǎi mǐ?
14. gbɛɛ tùmàlálǎi mǐ wéé?

15. kú wéé tùmàlálǎi mǐ wéé?

2. Transformation Drill

Change the general present tense to the present progressive.

Teacher

naa ñwélíí ná lí dǔkɔɔ.
káá ñwélíí é lé dǔkɔɔ.

1. kwaá ñwélíí kwa lí dǔkɔɔ.
2. yaa ñwélíí ná seye wáá.
3. naa ñwélíí f seye wáá.
4. naa ñwélíí é tǎéi nǐlǐ.
5. káá ñwélíí di mólíi kwéíé.
6. káá ñwélíí di mólíi kwéíé.

Student

ná káá ñwélíí ná lí dǔkɔɔ.
káá ñwélíí é lí dǔkɔɔ.

7. daa ñwélíí di lí gbàná.
8. kaa ñwélíí ka lí zòzò.
9. kwaá ñwélíí kwa tóúlóó kpéíé.
10. káá ñwélíí é kula kpíí.
11. kaa ñwélíí ka lí fríálá.
12. naa ñwélíí ná nyéé mǐí.

3. Transformation Drill

Change the teacher's statement about "now" to "yesterday."

Teacher

ḡá káá àuài kulai kpíllí àú.
káá àuài kulai kpíllí àú.

1. káá kulai kpíḡa.
2. yaa kulai kpíḡa.
3. ḡá káá kulai ḡíníḡá.
4. tísái káá kulai kòlòpélélí mù.
5. ḡcníí káá tùmàláláí kulai kpólòlì àú.

Student

ḡá àuài kùlà kpíllí àú wéé.
è àuài kùlà kpíllí àú wéé.

6. káá ḡyélí kulai ḡeyíí àú.
7. kú káá kulai dùkòó.
8. kwa káá kulai tótótà.
9. mùsú káá tàai àú.
10. gbòlòmè káá kulai pélélí lá.

GRAMMAR POINT

Old Pattern: í fé lì tótótà wéé.

You didn't go to tótótà yesterday.

New Pattern: í fé lí tótótà!

Don't go to tótótà!

To form a negative command, use the pattern of the simple past tense, but do not lower the tone on the verb.

4. Repetition Drill

Teacher

- í fé pá B́é.
í fé lóḡó ḡá pó.
1. í fé ḡanan kula kpólòlì àú.
 2. í fé kíṛè séyé pélèlì lá
 3. í fé misēḡ ḡílí kpíllí àú.
 4. í fé lí ḡyál lá sáà!
 5. í fé ḡál míf.

Students

- í fé pá B́é.
í fé lóḡó ḡá pó.
6. í fé ḡílái kwélé lóo kpálàḡa!
 7. í fé pélèlì kwélé!
 8. í fé seye wáá sáà!
 9. í fé nyíí kpíḡ mà!
 10. í fé àcḡkáú t́éé ḡá pó!

5. Transformation Drill

Change these positive statements to negative commands.

A.

Teacher

ná káá lfi ðelei mà
yaa tff kél kpálàṅa

1. káá tée nfiifi ñeyii àṅ.
2. kwa káá tùmàláá mfi.
3. ñcnfi káá seye wááí.
4. nálóṅ káá lónóí kú pò.
5. ṅaa lfi taai.

Student

i fé lí ðelei mà!
i fé tff ké kpálàṅa!

6. daa nyfi kplṅ mà.
7. i káá lfi kòlòpélíí lá.
8. káá ñyélí nfiifi.
9. ka káá pál gbàṅá.
10. káá ñál kulai ñeyii àṅ.

B.

Change these negative statements to negative commands.

Teacher

i fé lí ðélíí mù.
yaa fáà sua mfi.

1. i fé seye kulai kpfííí sū.
2. i fé kířé séyéí.
3. fé scṅkáú kwclíí.
4. fé kòlòí téeí ná pò.
5. ná fé lónóí tísáí pò.

Students

i fé lí ðélíí lá!
i fé sua mfi!

6. ná fé tff kél kpálàṅa.
7. nálóṅ fé misṅṅ nfiifi.
8. ñcnfi fé pál dùkóó.
9. ka fé wólú kwclíí.
10. i fé kpfííí séyéí.

6. Response Drill

Answer these questions with either positive or negative commands.

Teacher

yaa ñwélíí ná lí dùkóó?
yaa ñwélíí ná àuai nfií.

1. yaa ñwélíí ná tff ké naa?
2. yaa ñwélíí ná scṅdâ kwclíí?
3. yaa ñwélíí ná lí ñyál lá?
4. yaa ñwélíí ná kířé séyéí?
5. yaa ñwélíí ná ñeyii yíá?

Students

lí dùkóó! (or) i fé lí dùkóó!
àuai nfií (or) i fé àuai nfií!

6. yaa ñwélíí ná ñál nfií?
7. yaa ñwélíí ná ñíníṅá?
8. yaa ñwélíí ná ðélíí kwclíí?
9. yaa ñwélíí ná lónó í pò?
10. yaa ñwélíí ná nyfi?

7. Chain Drill

Students ask each other the questions listed in the previous drill. The teacher may provide cue words for prompting.

Teacher : kírè séyé

Student 1 : yaa òwéííí ná kírè séyé?

Student 2 : mm, kírè séyé. (or - kpáà, í fè kírè séyé.)

Teacher : lóhó í pò.

Student 1 : yaa òwéííí ná lóhóí pò?

Student 2 : mm, lóhó ná pò. (or - kpaà, í fè lóhó ná pò.)

Verbal Cues

- | | |
|----------------|----------------|
| 1. tíí kè naa | 6. òáí nǎíí |
| 2. aqndá kwéíí | 7. lí nǎíí |
| 3. lí òyáí lá | 8. pǎííí kwéíí |
| 4. kírè séyé | 9. lóhó í pò |
| 5. òeyíí yíá | 10. nyíí |

GRAMMAR POINT

Old Pattern: òáííí káá naa.

The man is there.

New Pattern: òáííí è kè naa.

The man was there.

In this pattern, the third person pronoun /è/ must precede the verb. The word /kè/ indicates the past tense.

NEW VOCABULARY

sulíí lóí	boy, man
ncní lóí	girl
káííí	chief
náíí	father
lee	mother
naa	there
Éí	here

8. Repetition Drill

Teacher

sulɔŋ ɛ kɛ naa.
nɔ́lɔŋ ɛ kɛ pɛ́lɛ́l mù.

1. nɛnɪ lɔŋ ɛ kɛ lɔɔ kpálàŋa.
2. kálɔŋ ɛ kɛ pɛ́lɛ́l mù.
3. n̄n̄ ɛ kɛ ŋfɪŋá.
4. n̄eeɪ ɛ kɛ p̄eleɪ mà.
5. kálɔŋ ɛ kɛ kòlòpɛ́lɛ́l mù.

Students

sulɔŋ ɛ kɛ naa.
nɔ́lɔŋ ɛ kɛ pɛ́lɛ́l mù.

6. nɛnɪ lɔŋ ɛ kɛ k̄p̄l̄n mà.
7. sulɔŋ ɛ kɛ naa.
8. n̄n̄ ɛ kɛ t̄aaɪ ʒ̄u.
9. n̄eeɪ ɛ kɛ ʒ̄álɛ́pɛ́lɛ́l
10. kálɔŋ ɛ kɛ gbàŋá.

9. Substitution Drill

Teacher

nɔ́lɔŋ ɛ kɛ naa.
pɛ́lɛ́l
kálɔŋ

- | | |
|-------------|----------------|
| 1. nɛnɪ lɔŋ | 6. lɔɔ kpálàŋa |
| 2. ɛ́ | 7. pɛ́lɛ́l mù |
| 3. sulɔŋ | 8. p̄eleɪ mà |
| 4. n̄eeɪ | 9. kálɔŋ |
| 5. n̄n̄ | 10. t̄aaɪ ʒ̄u |

Student

nɔ́lɔŋ ɛ kɛ naa.
nɔ́lɔŋ ɛ kɛ pɛ́lɛ́l
kálɔŋ ɛ kɛ pɛ́lɛ́l ʒ̄u.

11. nɛnɪ lɔŋ
12. k̄p̄álàŋa
13. ʒ̄ulɔŋ
14. k̄p̄l̄n
15. nɛnɪ lɔŋ

10. Transformation Drill

Teacher

kálɔŋ ɛ kɛ kpálàŋa wéé.
nɛnɪ lɔŋ kɛ pɛ́lɛ́l mù wéé.

1. n̄ee ɛ kɛ lɔɔkpálàŋa wéé
2. n̄n̄ ɛ kɛ naa wéé.
3. kálɔŋ ɛ kɛ ʒ̄álɛ́pɛ́lɛ́l l̄á.
4. nɛnɪlɔŋ ɛ kɛ ɛ́ wéé.
5. ʒ̄ulɔŋ ɛ kɛ t̄aaɪ ʒ̄u wéé

Students

kálɔŋ k̄áá kpálàŋa s̄áá.
nɛnɪ lɔŋ pɛ́lɛ́l mù s̄áá.

6. nɔ́lɔŋ ɛ kɛ p̄eleɪ mà wéé.
7. nɛnɪ ɛ kɛ tótótà wéé.
8. sulɔŋ ɛ kɛ ɛ́ wéé.
9. kálɔŋ ɛ kɛ n̄yál l̄á wéé.
10. n̄eeɪ ɛ kɛ pɛ́lɛ́l mù wéé.

GRAMMAR POINT

Old Pattern: kòlòl ká ñí.

This is the book.

New Pattern: ñá kòlòl ká ñí.

This is my book.

As in English, the possessive pronoun precedes the word it modifies. In this construction the noun is specified only with / - 1 /. It does not take the initial low tone.

téé chicken

téél the chicken

ñá téél my chicken

Note that /kwa/ is not used as a possessive.

NEW VOCABULARY

wó	his
seisêŋ	chair
ŋèlì	rope
Ḃáá	knife
motô	car

11. Repetition Drill

Teacher

i kòlòl ká ñí
ñá kòlòl ká tí

1. wó kòlòl ká ñí.
2. ñá seisêŋ ká ñí.
3. kú seisêŋ ká ñí.
4. dí motôl ká tí.
5. ká motôl ká tí.
6. wó Ḃóáí ká tí.

Student

i kòlòl ká ñí
ñá kòlòl ká tí.

7. wó ŋèlìl ká ñí.
8. ñá ŋèlìl ká ñí.
9. i ŋèlìl ká tí.
10. i kplŋ ká ñí.
11. ñá kpólòl ká tí.
12. wó kpíllìl ká ñí.

12. Substitution Drill

Teacher

ηά seisēη κά ηί.
ί

1. wō
2. ηά
3. motōi
4. di
5. kú
6. κά
7. ηέlli
8. i
9. wō
10. kpílli

Students

ηά seisēη κά ηί.
ί seisēη κά ηί.

11. ηά
12. í
13. ηilâi
14. di
15. kú
16. niηai
17. wō
18. seisēη
19. Bóái
20. ηά

13. Transformation Drill

Teacher

molii κά ηί.
kòlòí κά tí.

Cue

ηά
wō

Student

ηά Bolii κά ηί.
wō kòlòí κά tí.

- | | |
|------------------|----|
| 1. šeyei κά ηί. | ηά |
| 2. ñeyii κά tí. | í |
| 3. ñiηâi κά tí. | di |
| 4. seisēη κά ηί. | wō |
| 5. ηέlli κά ηί. | wō |
| 6. ñyééi κά tí. | kú |
| 7. kpálàn κά tí. | ka |
| 8. péléi κά ηί. | kú |
| 9. kpílli κά ηί. | í |
| 10. kòlòí κά ηί. | ηά |
| 11. motōi κά tí. | di |
| 12. mòái κά ηί | í |

14. Response Drill

Answer the questions with "yes" or "no," as in the examples.

Teacher

f kpólòí ká nǐ?
f nílái ká nǐ?

1. wǒ kòlòí ká tǐ?
2. kú motòí ká nǐ?
3. ná seisēn ká nǐ?
4. í Bóáí ká tǐ?
5. di pélélí ká tǐ?

Student

Èé, ná kpólòí ká nǐ.
kpáà, ná nílái fé nǐ.

6. í nǎllí ká nǐ?
7. kú suai ká nǐ?
8. ka kòlò pélélí ká nǐ?
9. di mola'ká tǐ
10. í seisēn ká tǐ?

GRAMMAR POINT

Old Pattern: wǒ ncnfi ká nǐ.

This is his wife.

New Pattern: kálòṅ wǒ ncnfi ká nǐ.

This is the chief's wife.

(literally, the chief his wife.)

To show a possessive relationship between two nouns, place /wǒ/ between them, remembering to specify the second one only with the /-i/ ending, and not with the initial lowered tone. The first noun may or may not be specified.

kálòṅ wǒ ncnfi

a chief's wife

kálòṅ wǒ ncnfi

the chief's wife

NEW VOCABULARY

seye	cloth
lón sulón	son
lón ncnfi	daughter

15. Repetition Drill

Teacher

kálòŋ wò ncnfi ká ŋí.

1. ñcnfi wò seyei ká ŋí.
2. ñálòŋ wò Bolii ká ŋí.
3. ñcnfi wò lóŋ ncnfi ká tí.
4. ñcnfi wò lóŋ sulŋ ká tí.
5. mùsú wò seiseŋ ká ŋí.
6. tótó wò Bóáí ká ŋí.
7. momóó wò Bóáí ká ŋí.
8. ñulŋ wò motóí ká ŋí.
9. gbòlòmè wò kpólóí ká tí.

Student

kálòŋ wò ncnfi ká ŋí.

16. Transformation Drill

Using the sentences in the preceding drill, make new statements including a "place" phrase.

Teacher

kálòŋ wò ncnfi ká ŋí.

Student

kálòŋ wò ncnfi káá líí pélíí lá.

17. Chain Drill

Student 1: lé ué káá í yél?

Student 2: tom wò kòlòí káá ŋá yél
lé ué káá í yél?

Student 3: tisáí wò kólóí káá ŋá yél.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

SOME IDIOMS

túnà káá púl means literally "rain is running." This idiom utilizes the same verb that was used in the last lesson in the expression kwei púl káá ná kfi which means literally "stomach running is doing me."

In the expressions fóíó káá tóóí and kpíní káá tóóí, you are saying literally that the sun or darkness is falling.

OCCUPATIONS

In the expressions, you learned the word for a blacksmiths shop kweli nálé. kweli is iron nalé is a noun related to the verb nalé 'to pull.' To name the person who practices the occupation, merely add the word nú or person. In compounds /nú/ → /nú/.

Here are the names of

kpóló párá nú	weaver
seye párá nú	tailor
péíé tóó nú	carpenter
wúlú tíf ké nú	sawyer

From your instructor, get the names for, at least, three or four other occupations.

WHAT DO YOU DO?

The first student will ask his neighbor about a third student:

tótó a lé tíf kè? "What kind of work does Toto do?"

His neighbor will answer using one of the occupational names you have just learned:

tótó káá à péíé tóó nú.

The second student will then inquire of the third student what the fourth does, and so on, until everyone has participated. Remember to use your Kpelle names.

SITUATIONS

Three students will come up before the class and one of them will introduce himself to the other two. After exchanging names and greetings they will discuss the weather briefly and then tell each other what they do for a living. Each group of students should try to improve on the conversation.



III

LESSON THREE



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom meets Yèkè who takes him to the school where he will be teaching English.

Yèkè :	Tom, ñele wáá!	Tom, good morning!
Tom :	Èè, yèkè, ñele wáá!	Yes, yèkè, good morning!
Tom :	yaa kááí, níápèlè táamáá daa páí sáá?	Do you think many children are coming today?
Yèkè :	Èè, níápèlè táamáá daa tǝǝ. kú kířè séyé kú lí!	Yes, a lot of children have passed by already. Let's hurry up!
Tom :	níápèlèñai káá ñeclu?	How many children are there?
Yèkè:	di káá puu náání!	They are forty!

USEFUL EXPRESSIONS

ñá líí lááí mení mà!

It's alright with me! I'm satisfied with it!

ké lono!

Hurry up!

GRAMMAR POINTS AND DRILLS

1. Substitution Drill (Review)

Teacher

ñcnfi wɔ̃ ʒolii yíá.
tɛ́ɛ́l

Students

ñcnfi wɔ̃ ʒolii yíá.
ñcnfi wɔ̃ tɛ́ɛ́l yíá.

- | | |
|----------|-----------|
| 1. nyééí | 7. ɲɛ́llí |
| 2. í fé | 8. ʒóáí |
| 3. kpóíí | 9. leyíí |
| 4. kpííí | 10. nyééí |
| 5. kwéíé | 11. ʒolii |
| 6. ñáíí | 12. yíá |

- | |
|-------------|
| 13. nyééí |
| 14. tɛ́ɛ́l |
| 15. ɲííí |
| 16. suai |
| 17. tùmáííí |
| 18. misɛ́ɲ |

2. Transformation Drill (Review)

Change the statements from the present to the past.

Teacher

káííɲ káá ʔéííí mù.
káííɲ káá ʒé

Student

káííɲ ɛ́ kɛ́ ʔéííí mù.
káííɲ ɛ́ kɛ́ ʒé

- | |
|----------------------------|
| 1. ʒulíɲ káá ʔelei má. |
| 2. ñcnfi káá loo kpáláɲa. |
| 3. ñcnfi lóɲ káá kɲííí mù. |
| 4. ʒulíɲ káá ʒeíííí má. |
| 5. ñeeí káá ʔéíííí mù |
| 6. ñolii káá ʔéíííí kwéíí |
| 7. ñolii káá naa. |

- | |
|-----------------------------|
| 8. ɲííí káá ʒé. |
| 9. ñcnfi káá kpáláɲa. |
| 10. tùmáííí káá ñeyíí ʒú. |
| 11. ñanaɲ káá kpíííí ʒú. |
| 12. suai káá kpíííí ʒú. |
| 13. káííɲ káá ʒé. |
| 14. káííɲ wɔ̃ ñcnfi káá ʒé. |

15. káííɲ wɔ̃ ñcnfi áá naa.

3. Chain Drill (Review)

A. Use possessive pronouns.

Student 1 : í kòíí ká ɲí?

Student 2 : kpáá. ɲá kòíí fé ɲí.
wɔ̃ kpííí ká tí?

Student 3 : ɛ́. wɔ̃ kpííí ká tí.

B Use nouns with possessive forms.

Student 1 : ñcnfi wɔ̃ seye ká ɲí?

Student 2 : ɛ́. ñcnfi wɔ̃ seye ká ɲí. ñcnfi lóɲ wɔ̃ kpóíí ká ɲí?

Student 3 : kpáá. ñcnfi lóɲ wɔ̃ kpóíí fé ɲí.

GRAMMAR POINT

Old Pattern: kòlò ká nǐ.

This is a book

New Pattern: kòlòlò nǐ séyé!

Take this book.

/nǐ/ and /tí/ may follow a noun just as in English.

kòlòlò nǐ this book

nyèkèlò tí that shirt

In Kpelle, however, this construction may be preceded by a possessive. For example:

ná kòlòlò nǐ. this - my - book.

kú kálòlò tí. that - our - chief

Remember that the initial low tone of the specific is not used following the possessive.

NEW VOCABULARY

yèkè shirt, jacket

4. Repetition Drill

Teacher

ḡeyei tí kula kǐfǐfǐ ḡú.
mísɛŋ nǐ nǐfǐ ḡeyii ḡú.

Students

ḡeyei tí kula kǐfǐfǐ ḡú.
mísɛŋ nǐ nǐfǐ ḡeyii ḡú.

1. nāa kòlòlò nǐ wélǐfǐ.
2. kú ḡolii tí ylà wéé.
3. káá ḡál nǐ mǐfǐ.
4. dí káá ḡanaŋ tí kulai kǐfǐfǐ ḡú.
5. yaa nyèkèlò nǐ wélǐfǐ.
6. kwa káá lǐfǐ pǐlǐfǐ tí ḡú.
7. ná fé ḡeyei nǐ wáál.
8. fé kǐpálàŋ tí kwélǐfǐ.
9. kálòlò wǔ ncnfǐ káá kǐfǐfǐ nǐ wélǐfǐ.
10. ná kòlòlò káá pǐlǐfǐ nǐ mù.

5. Substitution Drill

Teacher

yaa kpɔlɔl wɛlɔl
kpɔlɔl
kpɔlɔl nɛ

1. kɔlɔ

2. kɔlɔl tɛ

3. sua

4. suaɪ nɛ

5. kpɔlɔl tɛ

6. kpɔlɔl nɛ

7. nɛyɪ tɛ

8. tɔmɔlɔl nɛ

9. kpɔl nɛ

10. tɛblɛl tɛ

Students

yaa kpɔlɔl wɛlɔl
yaa kpɔlɔl wɛlɔl
yaa kpɔlɔl nɛ wɛlɔl.

11. mɔlɪ tɛ

12. nɛ yɛkɛɪ nɛ

13. ɪ kɔlɔl tɛ

14. wɔ misɛn nɛ

15. nɛ kɔlɔl tɛ

6. Response Drill

Answer affirmatively

Teacher

yaa ɛɪlɔl nɛyɪ nɛ ɛɔ?

yaa ɛwɔlɔl nɛyɪ nɛ lɔ?

1. yaa tɔmɔlɔl nɛ mɪ?

2. yaa mɔlɔn nɛ kulɔl nɛyɪ ɛɔ?

3. yaa mɔlɪ nɛ kwɛlɔl?

4. yaa lɪ kpɔlɔn tɛ lɔ?

5. yaa nyɪ kpɔl nɛ mɔ?

6. yaa ɛɛn kɔlɔl nɛ tɛlɔl nɛ pɔ?

Students

ɛɛ, nɛ kɔlɔl ɛɪlɔl nɛyɪ tɛ ɛɔ.

ɛɛ, nɛ kɔlɔl ɛwɔlɔl nɛyɪ nɛ lɔ.

7. yaa mɔl nɛ mɪ?

8. yaa tɛ kɔl lɔ kpɔlɔn nɛ ɛɔ?

9. yaa ɛɪlɔl nɛ kwɛlɔl?

10. yaa kɔlɔl nɛ wɛlɔl?

11. yaa ɛɛɛɛ nɛ wɔlɔl?

12. yaa suaɪ nɛ nɪlɔl?

7. Response Drill

Answer the questions in the preceding exercise negatively.

Teacher

yaa ɛɪlɔl nɛyɪ nɛ ɛɔ?

yaa ɛwɔlɔl nɛyɪ nɛ lɔ?

Students

kpɔlɔ, nɛ fɛ ɛɪlɔl nɛyɪ tɛ ɛɔ.

kpɔlɔ, nɛ fɛ ɛwɔlɔl nɛyɪ nɛ lɔ.

GRAMMAR POINT

Old Pattern: í fé líl ńńńńńńńń sáà.

You are not going outside today.

New Pattern: í fé lí ní ńńńńńńńń wéé.

You did not go outside today.

Use /fé... ní/ to indicate the simple past negative.
In the simple past negative the tone of the verb reverts to its original form, that is, it is not lowered.

8. Repetition Drill

Teacher

í fé lí ní ńńńńńńńń wéé
fè òeyei kula ní kpílílì òù.

1. di fé tíf ké ní ńele wíf òù.
2. ńá fé lónó ní òó wéé.
3. fè nyíf ní kpìń ńí mà wéé.
4. fè mànń tíf míf ní wéé.
5. kú fé kula ní kpálàńa wéé.

Students

í fé lí ní ńńńńńńńń wéé
òeyei kula ní kpílílì òù.

6. ka fé ńá Bolli kwéle ní wéé ńele wíf òù.
7. í ncní fé seye wáá ní wéé.
8. ńá fé wò péléì káá ní wéé.
9. fè lí ní loo kpálàn ńí lá wéé.
10. kálòń fé pá ní gbàńá ńele wíf òù.

9. Moving Slot Drill

Repeat the sentence, substituting the cue word given by the teacher in the appropriate place.

Teacher

ńá fé tée ńílí ní.
í
nyéé
míf

Students

ńá	fé	tée	ńílí	ní.
í	fé	tée	ńílí	ní.
í	fé	nyéé	ńílí	ní.
í	fé	nyéé	míf	ní.

- | | | | |
|-----------|------------|-----------|-----------|
| 1. yíá | 6. sua | 11. ka | 16. kpìń |
| 2. ńá | 7. míf | 12. téeè | 17. òeyei |
| 3. kú | 8. tùmàláá | 13. nyééì | 18. mǎáì |
| 4. kòlò | 9. mísēń | 14. di | 19. ñcní |
| 5. seisēń | 10. í | 15. kwéle | 20. òulòń |

10. Transformation Drill

Change the statements to simple past negative.

Teacher

ḡá káá lfi ñyál lá.
yaa mál yíál loo kpálàḡa.

1. í káá pélé kwelii.
2. í fé kířè séyéí.
3. ḡaa seye wáál ñyál lá.
4. fé lónóí wò leei pò.
5. kálòḡ fé nyíl òaaí àú.
6. ka fé ḡá Bolii kwéíé ní wéé
ḡele wíf àú.
7. í ncní fé seye wáá ní wéé.

Students

ḡá fé lí ní ñyál lá.
í fé mál yíá ní loo kpálàḡa.

8. ḡá káá tùmáláá mfi sáà.
9. í fé ñyèkèí wáál tínáá.
10. fé òolòḡ kulai kpíllí àú.
11. ḡaa nyíl kplḡ ḡí mà.
12. ká fé páí pólél tí lá.
13. kwaá í mīḡḡ míf sáà.
14. kaa kulai òaaí lónfí mà.
15. ḡá fé kòlòí ḡí káál sáá.

GRAMMAR POINT

Old Pattern: í káá lfi.

You are going.

New Pattern: í káá lfi lé mcní mà?

Why are you going?

In answering questions with /lé mcní mà/, use
/kpéní féí/ "because."

í káá tēél mfi lé mcní mà?
Why are you eating the chicken?

ḡá káá tēél mfi kpéní féí pùlù káá ḡá kél.
I'm eating the chicken because I'm hungry.

11. Repetition Drill

Teacher

f káá lfi lé mni mà?
f káá lé mfi lé mni mà?

1. káá lfi dùkso lé mni mà?
2. káá lfi gbàgá lé mni mà?
3. f káá pál kákátá lé mni mà?
4. f káá Boli mfi lé mni mà?
5. f káá tée mfi lé mni mà?

Student

f káá lfi lé mni mà?
f káá lé mfi lé mni mà?

6. f káá tée yfál lé mni mà?
7. káá Bóá kwélél lé mni mà?
8. káá nēll séyél lé mni mà?
9. f káá tùmáláá mfi lé mni mà?
10. f káá lé mfi lé mni mà?

12. Transformation Drill

Ask why the statement is so.

Teacher

f káá lfi dùkso.
káá lfi gbàgá.

1. f káá lfi kákátá.
2. f káá lfi zòzò.
3. f káá lfi tótótá.
4. káá pál kákátá.
5. káá pál gbàgá.

Student

f káá lfi dùkso lé mni mà?
káá lfi gbàgá lé mni mà?

6. káá tée mfi.
7. káá Boli mfi.
8. ná káá manag mfi.
9. ná káá misēg mfi.
10. ná káá nyéé mfi.

13. Repetition Drill

Teacher

kpéni fēl ná káá Boli wélfi.

1. kpéni fēl ná káá seye wélfi.
2. kpéni fēl ná káá Bóá wélfi.
3. kpéni fēl ná káá seiscēg wélfi.
4. kpéni fēl káá nēll wélfi.
5. kpéni fēl káá nēll wélfi.

Student

Kpéni fēl ná káá Boli wélfi.

6. kpéni fēl pùlù káá ná kēl.
7. kpéni fēl pùlù káá kēl.
8. kpéni fēl nyif káá kēl.
9. kpéni fēl nyif káá di kēl.
10. kpéni fēl kwélé káá di kēl.

14. Transformation Drill

Preface each of the teacher's statements with "because."

Teacher

ḡá káá Boli wéííí.

ḡá káá tée wéííí.

1. ḡá káá seya wéííí.

2. ḡá káá tùmáláá wéííí.

3. káá Bóá wéííí.

4. káá ḡéíí wéííí.

5. káá nḡa wéííí.

6. káá tóóííí wéííí.

Student

kpéni fée ḡá káá Boli wéííí.

kpéni fée ḡá káá tée wéííí.

7. pùlù káá ḡá kéeí.

8. pùlù káá kéeí.

9. kwéíí káá ḡá kéeí.

10. kwéíí káá kú kéeí.

11. nyíí káá kéeí.

12. nyíí káá ḡá kéeí.

15. Question Response Drill

The teacher will ask why you are going to the market; answer: "because I want _____."

Teacher

f káá líí loo kpálàḡa lé mcní mà?

f káá líí loo kpálàḡa lé mcní mà?

Student

kpéni fée ḡá káá Boli wéííí.

kpéni fée ḡá káá leyí wéííí.

(Continue with this question until all the students can respond easily.)

The teacher may prompt, if necessary, with cue words: /Boli/, /Bóá/, etc.)

16. Chain Drill

The first student will ask the second student a "why" question. The second student will answer "because _____", and then ask another student a "why" question.

Student 1 : f káá lá míí lé mcní mà?

Student 2 : kpéni fée pùlù káá ḡá kéeí.

f káá kííí seyéíí lé mcní mà?

Student 3 : kpéni fée ḡá káá líí dùkóó.

f káá sua míí lé mcní mà?

(Continue until all students have asked and answered several questions.)

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

The expression ná lfi lááí mēni mā means literally "my heart lies on it." That is to say, one expresses satisfaction with something.

THE SCHOOL

In Liberia, the elementary public education in the village school covers the first six grades. Depending on the location, familial circumstances, and other factors, the age of the entering pupil may range from five to fifteen years. Typically, classes begin at seven-thirty or eight in the morning and end around twelve-thirty or one in the afternoon. Sometimes it is necessary for a teacher to teach two grades in one classroom.

Although English is the language of instruction, most children, upon entering school, speak only their tribal language. The subsequent period of linguistic transition poses many difficulties for the child. Those of you who plan to teach English in the elementary schools would be well-advised to spend some time now developing as many teaching aids as you can that treat English as a second and foreign language.

SITUATIONS

Three people will come up before the class and act out the following scene:

A newly-arrived American teacher is presented by the town chief to the head of the local school. After having been properly introduced, the American and the schoolmaster engage in a short conversation on comparative pedagogy. The person who is playing the American should try and ask relevant questions of the schoolmaster. Your instructor will prompt with the correct answers.

IN THE CLASSROOM

Ask your instructor about the general behavior of children in the schools. What problems in communication, discipline, and attendance might you expect? Develop this topic and then jot down in your notebooks any relevant information you may glean from the discussion.

koléè !

III

LESSON FOUR

pá í lí sɛɲdâ yíáí mî!

yááí, lé vé
ná ñyíá yéè?

ná kiéɲ dà moloɲ
dà wulo wéllí.

í nìà sɛɲkáúí mà!



D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Yàtà asks her son, Koléè, to go to the market.

Yàtà : koléè! pá í lí sɛɛdā yíál mí!

Come, go and buy something for me!

Koléè: yáál, lé ué ná òyíá yéè?

Mother, what will I buy for you?

Yàtà : ná kíēɛ dà moloɛ dà wulo wélíí.

I want some pepper, rice, and palm oil.

Koléè: í nla òɛɛkáúí mǎ!

You forgot to give me the money!

("you forgot the money on me!")

USEFUL EXPRESSIONS

í kè lé?

What did you say?

í polí kèí mí?

Can you do it for me?

1. Transformation Drill (Review)

Make the affirmative imperatives negative.

Teacher

1f tótótà!
tée yíá

Students

í fé 1f tótótà!
í fé tée yíá!

1. nyéé míf!

7. péléí kwelí!

2. òlólí kwéí!

8. kíré séyé kpálàṅa!

3. pá ṅá péléí la!

9. òyefí wáá!

4. tùmálááí ṅííí!

10. scṅkáu tée ṅá pò!

5. misēṅ tée pò!

11. 1f frfálá

6. 1f tótótà!

12. kòlòí yíá!

2. Statement Response Drill

The teacher will say "I want a _____. " Respond by saying "take that _____."

Teacher

ṅá káá yèkè wélíí.
ṅá káá kòlò wélíí.

Student

ṅyèkèí tí séyé!
kòlòí tí séyé!

1. ṅá káá manṅ wélíí.

2. ṅá káá tée wélíí.

3. ṅá káá nyéé wélíí.

4. yá káá kòlò wélíí.

5. ṅá káá kíēṅ wélíí.

6. ṅá káá misēṅ wélíí.

7. ṅá káá scṅkáu wélíí.

8. ṅá káá Boli wélíí.

9. ṅá káá kpíṅ wélíí.

10. ṅá káá téblé wélíí.

3. Transformation Drill

The teacher will say "I am doing _____ now." Say "I did not do _____ yesterday."

Teacher

ḡá káá lfi ḡíníḡá lóníí mà.
ḡá káá tée mfi lóníí mà.

1. ḡá káá tùmáláá ḡlfi lóníí mà.
2. ḡá káá lfi kpálàḡa lóníí mà.
3. ḡá káá tée yíáí lóníí mà.
4. ḡá káá nyéé kwélfí lóníí mà.
5. ḡá káá kíré séyéí lóníí mà.

Student

ḡá fé lí ní ḡíníḡá wéé.
ḡá fé tée míf ní wéé.

6. ḡá káá seye wááí lóníí mà.
7. ḡá káá manḡ mfi lóníí mà.
8. ḡá káá lfi máímù lóníí mà.
9. ḡá káá lfi kòlòpélí lá lóníí mà.
10. ḡá káá tée mfi lóníí mà.

4. Question Response Drill

The teacher will say "Why are you going to _____?" Reply "Because I want a _____."

Teacher

yaa lfi dùkóó lé mcní mà?
yaa lfi kpálàḡa lé mcní mà?
yaa lfi loo kpálàḡa lé mcní mà?

1. yaa lfi dùkóó lé mcní mà?
2. yaa lfi loo kpálàḡa lé mcní mà?
3. yaa lfi loo kpálàḡa lé mcní mà?
4. yaa lfi pélíí lá lé mcní mà?
5. yaa lfi kòlòpélíí lá lé mcní mà?
6. yaa lfi fríálá lé mcní mà?
7. yaa lfi kpálàḡa lé mcní mà?
8. yaa lfi kákátà lé mcní mà?
9. yaa lfi ḡá pélíí lá lé mcní mà?
10. yaa lfi loo kpálàḡa lé mcní mà?

Students

kpéní féí ḡá káá kòlò wélfí.
kpéní féí ḡá káá níḡa wélfí.
kpéní féí ḡá káá leyí wélfí.

GRAMMAR POINT

Old Pattern: naa pál dùkóó.

I come to Monrovia.

New Pattern: ñenfi a pál dùkóó.

The woman comes to Monrovia.

With the general present tense, /a/ generally follows the noun subject.

5. Repetition Drill

Teacher

ñenfi a pál.

1. ñálòṅ a pál.

2. ùulòṅ a pál.

3. kálòṅ a lfi.

4. ñenfi lóṅ a lfi

5. nāṅ a lfi.

Students

ñenfi a pál.

6. ñenfi a nyfi.

7. ñenf lóṅ a lá mfi

8. ñenfi lóṅ a nāṅ kwelii

9. ùulòṅ a ùulòṅ a Soli yáál.

10. kálòṅ a kálòṅ a tée mfi

6. Substitution Drill

Teacher

ñenfi lóṅ a mfi.

nyfi

1. lóṅóí

4. kálòṅ

2. nyfi

5. ñenfi

3. tùmàláá mfi

6. ñálon

Student

ñenfi lóṅ a mfi.

ñenfi lóṅ a nyfi.

7. nāṅ

10. loo kpálàṅa

8. sulòṅ

11. lfi

9. kulai pèlèlì mù.

12. pál

GRAMMAR POINT

Old Pattern: Boli káá ná yéí.

I have a goat

New Pattern: Boli feelc káá ná yéí.

I have two goats.

Note that the number follows the noun in Kpelle. The noun is not pluralized.

Boli tònò one goat

kòlò saaua three books

NEW VOCABULARY

tònò one

lòlò mènà six

feelc two

lòlò mè feelc seven

saaua three

lòlò mè saaua eight

náání four

lòlò mè náání nine

lòlò five

puu ten

7. Repetition Drill

Teacher

Boli tònò káá ná yéí.

manan feelc káá í yéí

1. téblé tònò káá ná yéí.

2. nēli feelc káá í yéí.

3. nína saaua káá ñyéí.

4. kpólò náání káá kú yéí.

5. seisēn lòlò káá kú yéí.

6. Boli lòlò mènà káá di yéí.

7. kòlò lòlò mè feelc káá ná yéí.

8. tēé lòlò mè saaua káá í yéí.

9. nyéé lòlò mè nááni káá í yéí.

10. manan puu káá ná yéí.

Students

Boli tònò káá ná yéí.

manan feelc káá í yéí.

8. Substitution Drill

Teacher

kòlò saaua káá ná yéí.
lòlò
nyéé

Students

kòlò saaua káá ná yéí.
kòlò lòlò káá ná yéí.
nyéé lòlò káá ná yéí.

- | | |
|------------------|-------------------|
| 1. lòlò mèndà | 11. lòlò mè feelc |
| 2. náání | 12. náá ní |
| 3. puu | 13. seisēq |
| 4. tēē | 14. saaua |
| 5. lòlò mè feelc | 15. tònò |
| 6. lòlò mè náání | 16. téblé |
| 7. manaq | 17. kpìq |
| 8. lòlò mè saaua | 18. nìq |
| 9. puu | 19. feelc |
| 10. lòlò mèndà | 20. náání |

9. Question Response Drill

The teacher will ask what you want and indicate a number with his fingers or point to a group of slashmarks on the board. Answer: "I want _____," using a noun and the number indicated by the teacher.

Teacher

lé ué í káá hwéíí?
(holding up 10 fingers)

Student

ná káá Boli puu wéíí.

10. Flashcard Response Drill

Flashcard

Number Cue

Student

Boli	3	tisāi Boli saaua wéíí.
kòlò	9	tisāi kòlò lòlò mè náání wéíí.

(Use flashcards that go with numbers and continue until each student has responded several times.)

GRAMMAR POINT

Old Pattern: ɲá káá lɪl.

I'm going.

New Pattern: ɲá káá lɪl là.

I'm taking it. (i.e., I'm going with it.)

/là/ is used in the same way with the verb /pá/ "to come."

ɲá káá pál là.

I am bringing it.

è pà là.

He brought it.

If the object is named, it merely follows the /là/.

káá pál là manɔ.

He is bringing the
cassava.

è pà là gbuɲ ɲá pɔ.

He brought me an axe.

kwa káá lɪl là tɛɛ pɔ.

We are taking him a
chicken.

11. Repetition Drill

Teacher

ɲá káá lɪl là tɛɛ pɔ.
kwa káá lɪl là ɓɔli pɔ.

Students

ɲá káá lɪl là tɛɛ pɔ.
kwa káá lɪl là ɓɔli pɔ.

1. di káá pál là kɔlɔ ɲá pɔ.
2. kú káá pál là misɛɲ ɲá pɔ.
3. í káá lɪl là misɛɲ di pɔ.
4. ɲá káá lɪl là tɛɛ í pɔ.
5. ɲá káá pál là nyɛɛ pɔ.
6. káá pál là tɛblɛ kwa pɔ.
7. káá pál là niɲa kwa pɔ.
8. di káá lɪl là seye pɔ.
9. í káá lɪl là leyí ɲá pɔ.
10. í káá pál là manɔ pɔ.
11. ɲá káá pál là ɲɛlɪ pɔ.
12. káá pál là ɓɔá pɔ.

The teacher will give a cue such as "5 goats." Respond with "bring (or take) 5 goats."

Students

pá là Boli 1331ú!
1f là k313 1331ú m3ndà

- | | |
|------------------------|--------------------------|
| 1. manay puu | 9. seiseŋ feelc |
| 2. Soli 13313 mē nāanf | 10. 566 nāanf |
| 3. niŋa tōndō | 11. kpōlō saaua |
| 4. kpilī feelc | 12. tēē 13313 mē feelc |
| 5. tēē 13313 mē saaua | 13. manay 13313 mē nāanf |
| 6. kōlō saaua | 14. niŋa 13313 |
| 7. nyēē 13313 mēndā | 15. Soli 13313 mē saaua |
| 8. leyi tōndō | 16. tēblē tōndō |

The teacher will make a sentence about someone taking or bringing something to some one. Repeat the sentence omitting the object that was brought or taken.

Student

ηά λί là pố.
 è λί là di pố.

1. di lɪ lə sɛyɛ ɲɔ.
2. kwa pà lə lɛyɪ di ɲɔ.
3. ɲá lɪ lə tɛɛ f ɲɔ.
4. f pà lə kiɛɲ ɲá ɲɔ.
5. è pà lə munan ɲá ɲɔ.
6. è pà lə mɪsɛɲ di ɲɔ.
7. f pà lə ɓɔɔ ɲɔ.
8. ɲá lɪ lə kpɔlɔ ɲɔ.
9. ɲá lɪ lə nɪɲa ɲɔ.
10. kwa lɪ lə nyɛɛ di ɲɔ.

Repeat the previous drill. When the teacher says "bring it," you respond, "take it." and vice versa.

Students

၇၁ ပဲ လာ တီတီ ပဲ.
 ၇၂ လဲ လာ ကဲလဲ သိ ပဲ.

Teacher

1. ɪ́ʃɪlú m̀èndà	6. feelɛ
2. nyéé	7. téeé
3. ɪ́ʃɪlú mè saauva	8. lfi là
4. náánf	9. ɪ́ʃɪlú
5. wélfi	10. saauva

ñenfi a kòlò saaua wélfi.
 ñenfi a kòlò puu wélfi.
 ñenfi a pái là kòlò puu.

11. tɔ̀nɔ̀	16. manan
12. wɛ́lɛ́ɛ́	17. puu
13. ɛ́ɛ́ɛ́ɛ́ mɛ́ nánɛ́	18. saava
14. feelɛ	19. wɛ́lɛ́ɛ́
15. páɪ̀ lá	20. kɔ̀lɔ̀

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

A NEW VERB

f kè lé? "What did you say?" utilizes the past tense of the verb ké "to say (something)." The other verb you have learned, ké "to do," is always transitive, that is, it must have a stated object. Compare the following:

<u>f kè lé?</u>	What did you say?	(lit: you said what?)
<u>f kè lé?</u>	What did you do?	(lit: you did it what?)

THE BUSH SCHOOL

In Liberia, the Bush School is the institution which handles the traditional education of the young. In the boys' Bush School, or póró, basic instruction is given in matters which range from tribal history through various trades such as carpentry, smithery, and others. During this period the boys also undergo certain secret tribal rites which bind them to their póró for life.

The girls attend the Sándé and are instructed in various arts such as weaving, cooking, and general tribal knowledge.

A young person may enter Bush School at almost any age after he or she is at least five years of age. His stay may range from two or three weeks to four years, depending on his age and other circumstances.

Presently, the influence of the Bush School is on the decline because of the advent of public schools throughout the land.

You might ask your instructor to elaborate a bit more on the role of the Bush School in Kpelle tribal life. When you go out among the people in Liberia, you should also keep in mind that the Bush School is a secret society, not unlike certain fraternities within our own culture, and that unsolicited questions regarding activities and rites are not appreciated.

DICTATION

Your instructor will dictate ten sentences to you from this lesson. Some will be from the dialogues and some from the drills. You will then exchange papers with your neighbors and correct them.

Watch your tones!

GOING TO MARKET

Student 1 will turn to Student 2 and say:

ḡá káá lfi loo kpálàḡa, lé ué ḡá òyíá yéé?

Student 2 will answer using a complete sentence. Then Student 2 will ask the same question of Student 3. Continue in this way until the whole class has participated.

ɲwélí kaà pá!
lé vé káá ɲwélí?

ÈÈ, nàlón, yaà túá,
kwaa ɲwélí kú sɛɲ
pelepele yíá.

III LESSON FIVE

sɛɲ tá máá
káá bé!

kwaa
mólón
kópù
puu
wélí.

kaa fé sɛɲdâ wélí wónò?

ÈÈ, wulɔ
dâ kiɛɲ!

DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom goes with Koléè to the market place.

Vendor: ñwélí, kaâ pá! lé ué kaa ñwélí?

Friend, you have come! ¹ What do you want?

Koléè : ěc, ñwélí kú sɛɲ pɛlɛpɛlɛ yíá.

Yes, man, good afternoon, we want to buy a few things.

Vendor: sɛɲ táamá káá Bɛ!

There are many things here!

Koléè : kwaa mɔlɔɲ kópù puu wélí.

We want ten cups of rice.

Vendor: ka fé sɛɲdâ wélí wónò?

Don't you want anything else?

Koléè : ěc, wulo dà kiêɲ!

Yes, oil and pepper!

USEFUL EXPRESSIONS

yaa kwélíi ɲɛɛlu?

How much are you selling it for?

ʒɛ¹ kɛtɛi bɔ̀bɔ̀lɔ̀!

¹ In some common every-day expressions you will notice that the / - i/ is omitted from the specific form with certain nouns.

GRAMMAR POINTS AND DRILLS

1. Question Response Drill

Answer the teacher's question with the general negative.

Teacher

a seye wáál?
yaa pèlélí kwelíí?

1. yaa Boli káálí?
2. yaa nyéé nílíí?
3. daa líl tótótà?
4. kwaa tée wélíí?
5. kaa gefóló kwelíí?

Students

kpáà. fé seye wáál.
kpáà. na fé pèlélí kwelíí.

6. a tùmàlálí mífí?
7. ñcníí a misèñ nílíí?
8. ùlóló a nèlíl yíáí?
9. ñálóló a níñá kwélélí?
10. kálóló a manan mífí?

2. Statement Response Drill

The teacher will say that he wants to do something: you say "Don't _____."

Teacher

ná káá ñwélíí ná lí tótótà.
ná káá ñwélíí ná tée mífí.

1. ná káá ñwélíí ná lí gbàná.
2. ná káá ñwélíí ná nyéé mífí.
3. ná káá ñwélíí ná nèlíl yíá.
4. ná káá ñwélíí ná ñolíí kwélé.
5. ná káá ñwélíí ná seye wáá.

Student

í fé lí tótótà!
í fé tée mífí!

6. ná káá ñwélíí ná pá pèlélí mù.
7. ná káá ñwélíí ná lí kákátà.
8. ná káá ñwélíí ná kíèñ tée pò.
9. ná káá ñwélíí ná lí fríàlál.
10. ná káá ñwélíí ná lí máímù.

3. Question Response Drill

The teacher will ask a question such as "Where is the chief's wife?" Answer as in the examples, using postpositions such as "on, near," etc.

Teacher

kálóló wò ñcníí káá mífí?
ñcníí wò kòlòl káá mífí?

1. ñálóló wò Bolií káá mífí?
2. ñcníí wò seyeí káá mífí?
3. kálóló wò pèlélí káá mífí?
4. ñálóló wò ñcníí lóló káá mífí?
5. ñálóló wò kòlòl káá mífí?

Student

kálóló wò ñcníí káá pèlélí kwèlè.
ñcníí wò kòlòl káá téblélí mà.

6. ùlóló wò ñcníí káá mífí?
7. ñcníí wò leyíí káá mífí?
8. ñcníí wò níñá níñai káá mífí?
9. mùsú wò kòlòl káá mífí?
10. gefóló wò téeíí káá mífí?

4. Transformation Drill

Change these negative sentences into the affirmative, adding /hwélíí/.

Teacher

í fé lí ní dùkóó wéé.
í fé lí ní pélíí lá wéé.

1. í fé lí ní tótótà wéé.
2. í fé lí ní pélíí lá wéé.
3. í fé lí ní òyál lá wéé.
4. í fé pá ní ná pélíí lá wéé.
5. í fé pá ní gbàná wéé.

Student

naa hwélíí ná lí dùkóó sáà.
naa hwélíí ná lí pélíí lá sáà.

6. í fé tétéí yíá ní wéé.
7. í fé òdìí yíá ní wéé.
8. í fé kófé kwéíé ní wéé.
9. í fé níná kwéíé ní wéé.
10. í fé bóa kwéíé ní wéé.

5. Response Drill

Answer these questions in the negative.

Teacher

yaa hwélíí í lí dùkóó sáà?
yaa hwélíí í lí pélíí lá sáà?

1. yaa hwélíí í lí tótótà sáà?
2. yaa hwélíí í lí pélíí lá sáà?
3. yaa hwélíí í lí òyál lá sáà?
4. yaa hwélíí í pá ná pélíí lá sáà?
5. yaa hwélíí í pá kákátà sáà?

Student

kpáà, ná fé hwélíí ná lí dùkóó sáà.
kpáà, ná fé hwélíí ná lí pélíí lá sáà.

6. yaa hwélíí í tétéí yíá sáà?
7. yaa hwélíí í mòdìí yíá sáà?
8. yaa hwélíí í mòlìí yíá sáà?
9. yaa hwélíí í níná kwéíé sáà?
10. yaa hwélíí í kíē kwéíé sáà?

6. Repetition Drill

Teacher

ná fé lí ní naa
fé nyíí

1. í fé hwélíí káá ní.
2. fè tùmàlál kwéíé ní.
3. di fé mfi.
4. ná fé lí ní lóo kpálàna.
5. kú fé mòlìí sáyé ní.

Students

ná fé lí ní naa
fé nyíí

6. fè seye wáá ní.
7. ka fé kíē yíá ní.
8. fè kòlòí tée ní í pò.
9. ná fé nyíí ní.
10. kú fé tíí ké ní sáà.

7. Question-Response Drill

Answer the teacher's question with "I (you, etc.) am hungry, sleepy, or cold.

Teacher

yaa tée wélíí lé mēni mà?
yaa pāl pēlélí mù lé mēni mà?
í káá líí pēlélí mù lé mēni mà?

1. í káá líí pēlélí mù lé mēni mà?
2. í káá tée nílíí lé mēni mà?
3. ná káá pāl pēlélí mù lé mēni mà?
4. káá nyéé nílíí lé mēni mà?
5. káá tùmáláá yíáí lé mēni mà?
6. í káá líí kpíí lé mēni mà?
7. í káá pāl pēlélí mù lé mēni mà?
8. dí káá líí loo kpálà ná lé mēni mà?
9. í káá misēí yíáí lé mēni mà?
10. í káá misēí nílíí lé mēni mà?

Student

kpéní fēí pùlù káá ná kēí.
kpéní fēí nyíí káá ná kēí.
kpéní fēí kwéí káá ná kēí.

8. Question Response Drill

The teacher will ask what you took out of something. Answer appropriately as in the examples.

Teacher

lé ué í kùlà kpíííí sù?
lé ué í kùlà nēyíí sù?

1. lé ué í kùlà kpíííí sù?
2. lé ué í kùlà kpíííí sù?
3. lé ué í kùlà nēyíí sù?
4. lé ué í kùlà tēblélí mà?
5. lé ué í kùlà pēlélí lá?
6. lé ué í kùlà kpíííí sù?
7. lé ué í kùlà nēyíí sù?
8. lé ué í kùlà kpíííí sù?
9. lé ué í kùlà nēyíí sù?
10. lé ué í kùlà tēblélí mà?

Student

ná sua kùlà kpíííí sù.
ná tùmáláá kùlà nēyíí sù.

9. Transformation Drill

The teacher will state that some one was in, or at, a certain place, you must state that that person came out of, or away from, that place.

Teacher

hálòṅ è kè ṛíníṅá.
hcnfi è kè kpálàṅa.

1. kálòṅ è kè dùkòó.
2. ṅá kè pélélì mù.
3. hcnfi lóṅ è kè naa.
4. hálòṅ è kè. lóo kpálàṅa.
5. zinâ è kè ṛíníṅá.

Student

è kùlâ ṛíníṅá.
è kùlâ kpálàṅa.

6. ùulòṅ è kè BÉ.
7. mùsú è kè pélélì mù.
8. dí kè lóo kpálàṅa.
9. è kè tótótà.
10. ṅá nāṅ è kè tíf kél BÉ.

10. Response Drill

Make the sentence "I came out of _____" using the cue given by the teacher.

Teacher

pélélì mù
ṛíníṅá

1. tíf kél
2. kpálàṅa
3. hooi kpálàṅa
4. ṛíníṅá
5. kòlòpélélì lá

Student

ṅá kùlâ pélélì mù.
ṅá kùlâ ṛíníṅá.

6. kpìṅa
7. pélélì mù
8. hooi kpálàṅa
9. tíf kél
10. ṛíníṅá

11. Flashcard Response Drill

The teacher will show a flashcard and say "this" or "that", Make an imperative sentence as in the examples.

Flashcard

kòlò
manan
tùmàlálá

Teacher

ṛí
tí
tí

Student

kòlòlì ṛí séyé!
manan tí wáá!
tùmàlálá tí ṛílí!

1. seṅkáu
2. seye
3. tùmàlálá
4. Bóá
5. Boli
6. niṅa
7. kpìṅ
8. téblé
9. seisēṅ
10. manan

12. Response Drill

The teacher will show a flashcard and give a number. Respond with an imperative using /pá là/ or /lí là/ and the verbal and flashcard cues.

<u>Flashcard</u>	<u>Teacher</u>	<u>Student</u>
kòlò	náání	pá là kòlò náání!
manan	puu	lí là manan puu!
1. tée	lólú mè náání	
2. téblé	tòndò	
3. seisêṅ	saava	
4. nyée	lólú mè saava	
5. kòlò	náání	
6. manan	lólú mēndà	
7. Bóá	tòndò	
8. Boli	puu	
9. niṅa	saava	
10. seye	feelc	
11. yèkè	lólú	
12. ṅòlì	feelc	

13. Transformation Drill

Repeat the sentence adding the number indicated by the teacher.

<u>Teacher</u>	<u>Number Cue</u>	<u>Student</u>
ṣulṣṅ a lí là niṅa.	9	ṣulṣṅ a lí là niṅa lólú mè náání.
ṇenfi a pái là Boli.	7	ṇenfi a pái là Boli lólú mè feelc.
1. kálòṅ a pái là yèkè.	6	
2. ṇenfi a pái là leyí.	1	
3. nenfi lón a lí là kpólò.	2	
4. ṣulṣṅ lón lí là Bóá.	3	
5. wṣ nāṅ a pái là Boli.	7	
6. nálóṅ a lí là tée.	8	
7. kálòṅ a lí là nyée.	9	
8. ṇenfi a pái là manan.	10	
9. nálóṅ wṣ nenfi pái là tée.	5	
10. wṣ sulṣṅ a lí là kòlò.	4	

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN EXPRESSION

The word bòbòlò can be used for the following English modifiers: much, a lot, too much, as in the expression àà kétélì bòbòlò "the price is too much, or more literally: the price is big too much."

TRIBAL NAMES

Take a look at your map to see the approximate locations of the following tribes:

<u>Kpelc</u>	Kpelle
<u>Gólà</u>	Gola
<u>Túá</u>	Loma
<u>Móé</u>	Mano
<u>Bàsá</u>	Bassa

From your instructor, get the Kpelle names for at least five more tribes and include them in your notebooks.

If you wish to speak of a certain tribe as a whole, merely add -nai to the name. For Example:

<u>Kpelc^hai</u>	the Kpelle people
<u>Túá^hai</u>	the Loma people

To say, "he is a Kpelle person," use the word nú just as you did with occupational names. Remember that, after a noun, nú is changed to nù:

káá a kpelc nú.

WHAT TRIBE IS HE FROM?

Student 1, designating Student 3, will ask of Student 2:

káá a lé nú?

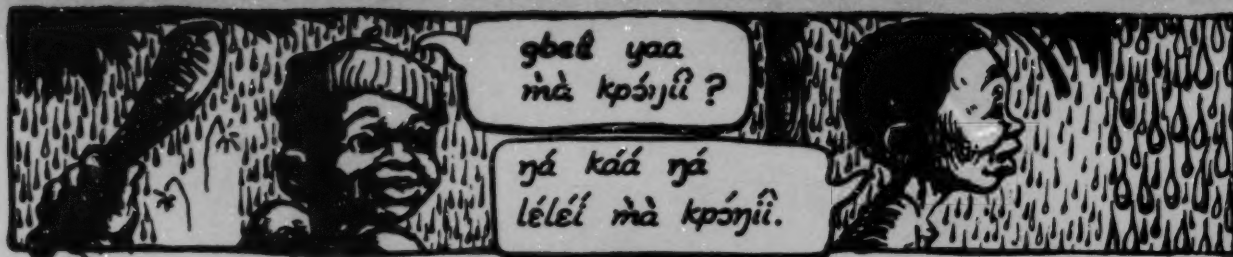
After responding properly, Student 2 will ask the same question of Student 3 about Student 4. Continue until everyone has asked and answered the question at least once.

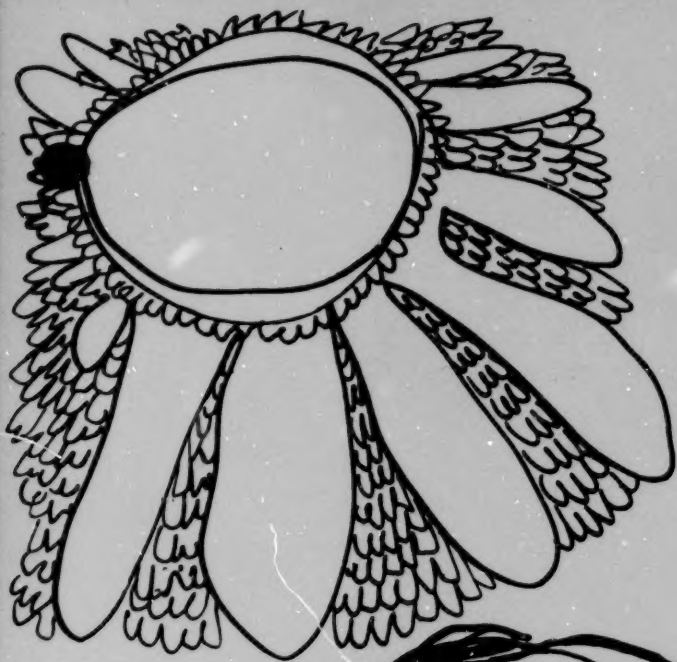
Alternate the tribal names from one person to the next.

CARTOONS

Your instructor will read through the cartoon strip for you twice. Listen carefully and repeat the second time. After several repetitions, he will explain the new words.

Now the instructor will divide the class into small groups, each of which will come before the class and act out the situation depicted in the cartoon. Your instructor will correct your pronunciation and the rest of the class will comment on the total performance.





UNIT IV





DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - On his way to the school, Tom meets Slàfá's brother, Gboño.

Tom :	Gboño, Saã wũ!	Gboño, good morning!
Gboño:	Èc, Tom, Saã wũ!	Yes, Tom, good morning!
Tom :	kú mni í pílílí lá?	How are things at your house?
Gboño:	ḡá leeí káá kwéílé!	My mother is sick!
Tom :	lé ué kélí?	What's wrong with her?
Gboño:	wò kpóhó kélélé káá sólíl.	All her body hurts.
Tom :	kòòféíléí aã túá mà?	Has she been sick long?
Gboño:	Èc, aã ké mà ḡele saaua.	Yes, for three days.
Tom :	ḡá fáfá mà. kè mà kpílá.	I send greetings to her. Tell her "nevermind"! ¹ (literally: to stop)
Gboño:	í sè, wee, Tom. í káá líí mí ḡáá?	Thank you, yaa, ² Tom. Where are you going now?
Tom :	ḡá káá líí sukúù. pá kú kírè séyé!	I'm going to school. Come let's run!

USEFUL EXPRESSIONS

twàlà nyómó káá mà.

I have a bad cough. ("a bad cough is upon me.")

í kpín mèl káá!

Take care of yourself, look after yourself.

¹ "never-mind": a colloquial expression meaning, "don't worry or "don't be concerned!"

² "yaa": a colloquial interjection used in English with some expressions.

GRAMMAR POINTS AND DRILLS

REVIEW DRILLS

1. Moving Slot Drill

Teacher

ɣaa ɓoli kwɛlɛl
niɣa

Students

ɣaa ɓoli kwɛlɛl
ɣaa niɣa kwɛlɛl

- | | |
|------------------|------------------|
| 1. daa | 11. f neei |
| 2. yaa | 12. manan |
| 3. ɣá moloŋ ɣí | 13. mùsú |
| 4. ɣílfí | 14. seye wááí |
| 5. f moloŋ ɣílfí | 15. ɣá seyei |
| 6. ɓuai | 16. wɔ̌ seyei tí |
| 7. wɔ̌ suai | 17. kwaa |
| 8. káá wɔ̌ suai | 18. di seyei ɣí |
| 9. ɣá ncní | 19. daa |
| 10. ɣá leyei | 20. kwɛlɛl |

2. Response Drill

Convert the teacher's negative statements into positive commands.

Teacher

f fé lí ní ɣíníɣá wéé.
fé misɛŋ ɣí mífí ní wéé.

Students

lí ɣíníɣá sáà!
misɛŋ ɣí mífí sáà!

1. di fé pɛlɛl tí kwɛlɛ ní wéé.
2. ɣá fé pá ní kpálàŋa wéé.
3. kú fé lí ní là tùmàláál ɣí wéé.
4. fé kíɾè séyé ní wéé.
5. ká fé seye wáá ní wéé.
6. f fé seye wáá ní ñyál lá wéé.
7. fé lónó ní ɣá pɔ wéé.
8. ɣá fé tíí ké ní naa wéé.
9. di fé nyíí ní kpìŋ mà wéé.
10. f fé kɔlɔl tɛé ní pɔ wéé.

3. Response Drill

Answer these questions with "because".

Teacher

hálòṅ káá lá míl lé mcní mà?
 ñcní káá nyí lé mcní mà?
 yaa seye wélí lé mcní mà?

1. ñāṅ káá lfi pélélí mù lé mcní mà?
2. ṅaa seiscēṅ wélí lé mcní mà?
3. káá nyí lé mcní mà?
4. sulōṅ lōṅ káá manāṅ míl lé mcní mà?
5. ncni lōṅ káá àuai ṅílí lé mcní mà?

Students

kpéní fél pùlù káá kél.
 kpéní fél nyí káá kél.
 kpéní fél kwélé káá ṅá kél.

6. kálōṅ káá kpīṅ wélí lé mcní mà?
7. ṅá fé kíṛè séyéì lé mcní mà?
8. di fé lfi ṅíníṅá lé mcní mà?
9. í leei káá mál ṅílí lé mcní mà?
10. fé lfi tótótà sáá lé mcní mà?

4. Chain Drill

The teacher will begin by asking a question with "why." He will then give a cue phrase. Student 1 will answer using the cue. Then Student 2 will repeat the cue part of the answer and turn it into a question by adding "why." The teacher will then give a cue and Student 3 will answer, and so on.

Teacher

káá lfi dùkso lé mcní mà?

Student 1: kpéní fél pùlù káá kél.

Student 2: pùlù káá kél lé mcní mà?

Student 3: kpéní fél fé lá míl ní wée.

Student 4: fé lá míl ní wée lé mcní mà? è tìl kè kpálàṅa

Student 5: kpéní fél è tíf kè kpálàṅa

Cues

pùlù káá kél.

fé lá míl ní wée.

è tìl kè kpálàṅa

GRAMMAR POINT

Old Pattern: ñcní a pál.

The woman comes.

New Pattern: ñcní kétéí.

The woman is big.

When used in this construction, the adjective resembles the verb inasmuch as they both add /-i/.

Actually /kétéí/ is best translated as "to be big" or "is big."

For emphasis, the adjective may take an initial low tone.

ñcní lōṅ kpúáí. The girl is short.

ñcní lōṅ k̀púáí. The girl (she) is short.

NEW VOCABULARY

kétél	is big
lélé	is good, nice, pretty
kwéyál	is tall, long
kpúál	is short

5. Repetition Drill

<u>Teacher</u>	<u>Student</u>
ñcnfi kétél	ñcnfi kétél
1. ðulón kétél	7. ðeyei kwéyál
2. téblél kpúál	8. ðeyei lélé
3. þélél kétél	9. ñcnfi lón lélé
4. ñálón kwéyál	10. lón ncnfi kpúál
5. ñwúlfí kpúál	11. ñisêñ lélé
6. þerei kwéyál	12. téél lélé

6. Substitution Drill

<u>Teacher</u>	<u>Student</u>
ðulón kétél	ðulón kétél
ñcnfi	ñcnfi kétél
1. ñálón	21. ðeisêñ
2. ñân	22. téblél
3. téél	23. kðlðpélél
4. ñolii	24. kðlði
5. lélé	25. lélé
6. ðeyei	26. kpîñ
7. ñîñai	27. ðóúlðði
8. ñcnfi lón	28. kófél
9. ñisêñ	29. ñeei
10. ñeei	30. ñîlâi
11. kwéyál	
12. ñân	
13. þelei	
14. kpúál	
15. ñwúlfí	
16. þélél	
17. ñèlîi	
18. kétél	
19. ñolii	
20. ñóái	

7. Transformation Drill

Teacher

kálòŋ wɔ̃ nɛnfi lɛlɛl.
kálòŋ wɔ̃ pɛlɛl

1. kálòŋ wɔ̃ nɛnfi.
2. ñɛnfi wɔ̃ seyei.
3. ñɛnfi wɔ̃ niŋai.
4. ñɛnfi wɔ̃ lɔŋ nɛnfi.
5. ñálɔŋ wɔ̃ lɔŋ nɛnfi
6. ñálɔŋ wɔ̃ Bolii.
7. ñɛnfi lɔŋ wɔ̃ seyei.

Student

kálòŋ wɔ̃ nɛnfi lɛlɛl.
kálòŋ wɔ̃ pɛlɛl lɛlɛl.

8. ñɛnfi lɔŋ wɔ̃ kpɔlɔɔi .
9. ɔulɔŋ wɔ̃ kpɔlɔɔi.
10. ɔulɔŋ wɔ̃ tɛɛl.
11. ɔulɔŋ wɔ̃ tɔɔlɔɔɔi.
12. ɔulɔŋ wɔ̃ pɛlɛl.
13. ñɛnfi wɔ̃ sulɔŋ.
14. ñɛnfi wɔ̃ seyei

GRAMMAR POINT

Old Pattern: ñɛnfi kɛtɛl.

The woman is big.

New Pattern: ñɛnfi fé kɛtɛ ní.

The woman is not big.

The adjective is made negative with /fé ... ní/ in the same way as some tenses of the verb. Notice that it loses the final /-i/.

The negative may be emphasized by lowering the initial tone on /fé/.

sulɔŋ lɔŋ fé kpúá ní. The little boy is not short.

sulɔŋ lɔŋ fɛ kpúá ní. The little boy (he) is not short.

When this latter form is used, you will hear a slight pause before /fé/.

8. Repetition Drill

Teacher

ñɛnfi fé kɛtɛ ní.
ɔulɔŋ fé kɛtɛ ní.

1. ñɛnfi fé lɛlɛ ní.
2. ɔulɔŋ fé lɛlɛ ní.
3. seyei fé lɛlɛ ní.
4. tɛɛl fé lɛlɛ ní.
5. ñɛlɛl fé kwéyá ní.

Student

ñɛnfi fé kɛtɛ ní.
ɔulɔŋ fé kɛtɛ ní.

6. pɛlei fé kwéyá ní.
7. ñwúlɛl fé kwéyá ní.
8. pɛlɛl fé kwéyá ní.
9. kɔlɔɔi fé kɛtɛ ní.
10. mɔlɛl fé kɛtɛ ní.

9. Response Drill
Answer in the negative

Teacher

nenfi lɔŋ lɛlɛl?
kɔlɔl kɛtɛl?

1. ʒeyɛ kwɛyɛl?
2. ɲɛlɛl kwɛyɛl?
3. ɓɛlɛl kwɛyɛl?
4. ɲwulɛl kwɛyɛl?
5. ɓɛlɛl kɛtɛl?

Student

kpáà, ɲenfi lɔŋ fé lɛlɛ ní.
kpáà, kɔlɔl fé kɛtɛ ní.

6. ɲɛɲɛl kɛtɛl?
7. ɲálɔŋ kɛtɛl?
8. ʒeyɛ lɛlɛl?
9. tɛtɛl lɛlɛl?
10. lɔŋ nenfi lɛlɛl?

GRAMMAR POINT

Old Pattern: ɲenfi kɛtɛl

The woman is big.

New Pattern: ɲenfi kɛtɛl káá ɓɛ.

The big woman is here.

As you have learned, when the adjective functions as a verb, you add /-i/. When it modifies the noun directly, then you drop the /-i/. To show this difference in English, you omit the "is" or "are", and place the adjective before the noun; in Kpelle you merely drop the /-i/, but the word order remains unchanged.

English

a tree is tall

a tall tree

Kpelle

wúlú kwɛyɛl

wúlú kwɛyɛ

NEW VOCABULARY

nyómó	bad, ugly
nyómól	is bad, is ugly
kpákpá	fat
kpákpál	is fat

10. Repetition Drill

Teacher

ñcnfi kété è kè naa.
ñcnfi lélé káá naa.

1. ñcnfi kwéyá è kè BÉ.
2. ñálón kwéyá káá naa.
3. ñálón kpákpá è kè naa.
4. lón sulón nyóms káá BÉ.
5. ncnfi lón lélé è kè EÉ.

Students

ñcnfi kété è kè naa.
ñcnfi lélé káá naa.

6. òisâi nyóms káá BÉ.
7. òolii kpákpá è kè naa.
8. òééi kpákpá káá naa.
9. nina kpákpá è kè naa.
10. òuai kpákpá è kè naa.

11. Substitution Drill

Teacher

kwéle káá òulón kété kéi.
kwéyá

- | | |
|-----------|---------------|
| 1. nyóms | 9. kpákpá |
| 2. kpákpá | 10. kwéyá |
| 3. ñálón | 11. òulón |
| 4. òolii | 12. nyóms |
| 5. òééi | 13. kpákpá |
| 6. ñcnfi | 14. kété |
| 7. kété | 15. lón sulón |
| 8. lélé | 16. lón ncnfi |

Student

kwéle káá òulón kété kéi.
kwéle káá òulón kwéyá kéi.

12. Flashcard Response Drill

Answer, adding a word describing the object or person shown on the flashcard.

Teacher

lé ué í káá ñwélíí?
lé ué í káá ñwélíí?

Flashcard

Bóá
ñèlì

Student (1, 2, 3, ...)

ñá káá Bóá lélé wélíí.
ñá káá ñèlì kwéyá wélíí.

(Continue with flashcards previously used.)

13. Moving Slot Drill

Teacher

ñcnfi lɛlɛ káá kɔlɔ wɛlfi.
ncnfi lɔŋ

Student

ñcnfi lɛlɛ káá kɔlɔ wɛlfi.
ncnfi lɔŋ lɛlɛ káá kɔlɔ wɛlfi.

- | | |
|-----------------|------------|
| 1. ʒulɔŋ | 11. ʒulɔŋ |
| 2. ñálɔŋ | 12. nyɔmɔ |
| 3. ñcnfi | 13. ɛɔá |
| 4. kwɛyá | 14. ŋɛll |
| 5. ñân | 15. seisɛŋ |
| 6. ñeei | 16. ñcnfi |
| 7. wɔ lɔŋ sulɔŋ | 17. tɛblɛ |
| 8. kpákpá | 18. misɛŋ |
| 9. ncnfi lɔŋ | 19. seye |
| 10. tisâi | 20. kpɔlɔ |

GRAMMAR POINT

Old Pattern: ɲaa pál ɲá tɛɛ yíá.

I'm coming to buy a chicken.

New Pattern: ɲaa pál tɛɛ yíál.

I will buy a chicken.

To form the future tense, merely use the general present with /pál/. This in turn, is followed by the main verb which adds an /-i/.

Present: ʒulɔŋ a tɪf kɛl. The man is working.

Future : ʒulɔŋ a pál tɪf kɛl. The man will work.

Present: ɲaa lɪl gbàŋá. I go to Gbanga.

Future : ɲaa pál lɪl gbàŋá. I will go to Gbanga.

With the future, the negative is formed in the same way as the general present. The short-vowelled pronouns are used, followed by /fé/.

ɲaa pál tɛɛ yíál. I will buy a chicken.

ɲá fé pál tɛɛ yíál. I won't buy a chicken.

Remember, the third person singular takes only a low tone:

káá pál lɪl máímu. He will go to Maimu.

fé pál lɪl máímu. He will go to Maimu.

14. Repetition Drill

Teacher

ḡaa pāl seye wáál tínáá.
ñcnfi a pāl lá mfi B́é tínáá.

1. tísái a pāl w̃ kòlòl séyéí.
2. yaa pāl sua ḡííí tínáá.
3. káá pāl líí p̃éíí tíf òú tínáá.
4. ḡá pāl líí kpéní f̃éí pùlù káá ḡá k̃éí.
5. í f̃é pāl líí loo kpálàḡa.
6. í leyeí f̃é pāl tíf k̃éí B́é tínáá.
7. kwa pāl kálòḡ w̃ Bolii káá tínáá.

Students

ḡaa pāl seye wáál tínáá.
ñcnfi a pāl lá mfi B́é tínáá.

8. ḡá nāḡ a pāl líí ḡyál lá tínáá.
9. pùlù a pāl ḡá k̃éí tínáá.
10. káá pāl lóḡól í p̃ó tínáá.
11. yaa pāl tùmálááí séyéí kp̃ííí òú tínáá.
12. ḡá f̃é pāl m̃is̃ḡ ḡí mfi tínáá
13. w̃ nāḡ a pāl tíf k̃éí.
14. káá pāl tíf k̃éí kpálàḡa tínáá.

15. kú f̃é pāl líí kòlòp̃éíí lá tínáá.

Teacher

òulḡ ḡáá tíf k̃éí sáá.
ḡá f̃é ḡwúlíí kááí.

1. ḡá líá a tíf k̃éí kpálàḡa.
2. ḡá leeí a molòḡ kw̃éíí.
3. í nāḡ a p̃éí yíál.
4. mùsú káá nyéé ḡííí.
5. yaa B́á mfi.
6. dí káá yá kp̃éíí.
7. ncñfi ḡííí káá líí p̃éíí lá.

Student

òulḡ a pāl tíf k̃éí tínáá.
ḡá f̃é pāl ḡwúlíí kááí tínáá.

8. kálòḡ káá lóḡól í p̃ó.
9. ḡá leye káá nyíí B́é.
10. w̃ líá káá seye wáál.
11. tísá káá tíf k̃éí B́é.
12. mùsú káá kířé séyéí tááí òú.
- 13.
14. molii káá molòḡ mfi.

15. daa òeis̃ḡ ḡí kááí.

16. Response Drill

Answer all questions with /tínáá/

Teacher

lé tǎi yaa lfi dùkóó?

lé tǎi yaa molii tí kwélelé?

1. lé tǎi yaa seye wááí?
2. lé tǎi yaa lóhóí kálòṅ pó?
3. lé tǎi a òuáí ṅilíí?
4. lé tǎi daa pólélí kwélelé?
5. lé tǎi kwaa mál mfi?
6. lé tǎi di káá páí?
7. lé tǎi nálorṅ káá kulai?
8. lé tǎi yaa òeyéí yíáí?
9. lé tǎi nálorṅ káá kulai?
10. lé tǎi í káá pólélí kááí?
11. lé tǎi òcnfi káá pólélí kááí?
12. lé tǎi kálòṅ káá lóhóí kú pó?
13. lé tǎi kwaa ṅélelé kwélelé?
14. lé tǎi í lee a miséṅ tóóí í pó?
15. lé tǎi wó líà a móóí séyéí?

Students

ṅaa páí lfi dùkóó tínáá.

ṅaa páí molii tí kwélelé tínáá

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

A NEW USAGE

In Unit II you learned the expression ná fáá mà as "I agree to it." The basic meaning of the verb fáá is "respond or answer." The entire expression can also be used to mean, "I send or extend my greetings to him (or her)."

AN IDIOM

ké mà kpílá! Literally, "say on her stop it," utilizes the verb ké "to say" which you learned in Unit III. Remember to distinguish this verb from ké "to do."

GONE FISHIN'

In the Kpelle area, as in most of Liberia, fish, where it's available, forms a regular part of the diet. Though the men of the tribe may construct the fish traps in the rivers, it is mainly the women and younger children who do the fishing. This is known as yá kpé, literally, "to chase water." In some areas, special days are set aside for this activity and almost all the women of the village go to the nearest yá kété, or "big water," to fish. For this, they use tuma, or nets. If the river is small, the women will "tie" it off, that is, they will make a small dam. Then they wade into the shallows, dressed in their esés, or loincloths, carrying their large bamboo baskets in which they store their catch. Depending on the region, this may include těě "catfish," kpaá "crawfish," or geén "crab." They may also catch rockfish, eel and tropical perch.

From your instructor you should get the names of at least five different kinds of fish and find out how they are prepared. Record all of this information in your notebooks.

SITUATIONS

A man and a woman will come up before the class and construct a dialogue for this situation:

A young girl has just returned from a fishing trip with her mother and aunts. She is being questioned about the trip by her younger brother who has been working on his uncle's farm all day.

Your instructor will prompt you with this so that after several people have tried it, the dialogue should sound authentic.

A SAYING

After you learn this saying, you should decide on its application to various situations.

yaa poli k'ei lé f nàa kula geén sū?

How can you get blood out of a crab?

What proverb in English expresses this idea?

lé wá yaa nêl
niápelenai mà ?



na kaa kwilwò dà kòlò pwéyé dà
kòlò lónó lèi diá.

Good morning,
Teacher.



kwilwòl daa pwéyéi daa
bèlè kpelewò mà ?

kpáà, kwilwò nò
vé daa pwéyé.



LESSON TWO

naa nêl diá pèlè ku lónó
è wóò lè lè.

lé wónò yaa
nêl diá ?



D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Tom is talking with one of the teachers about the children and their classes.

- | | | |
|-----------|---|--|
| Tom : | lé ué yaa ñl nípclcpai mà? | What are you teaching the children? |
| Teacher : | qá káá kwífwò dà kòlò pŵtyé dà kòlò lónó lél díá. | I'm teaching them to read and write English. |
| Tom : | kwífwòl daa pŵtyél daa bòlò kpclcwò mà? | Do they also learn to write Kpelle? |
| Teacher : | kpáá, kwífwò nò ué daa pŵtyé. | No, they only write English. |
| Tom : | lé wónò yaa ñl díá | What else do you teach them? |
| Teacher : | qaa ñl díá òpele kú lóóí è wóó kè lé. | I'm teaching them our history.
(i.e., the way our land was long ago.) |

USEFUL EXPRESSION

kpáná wél è ñánáá.
kè pele lé má.

It is very difficult.
Show me how to do it!

GRAMMAR POINTS AND DRILLS

REVIEW DRILLS

1. Moving Slot Drill

Teacher

ñcnfi kɛtɛl
pɛlɛl

Students

ñcnfi kɛtɛl
pɛlɛl kɛtɛl

1. lɔŋ ncnfi
2. káá tɛf kɛl
3. a pál
4. tɛnǎá
5. lɔŋ ncnfi lɛlɛl

6. kɛtɛl
7. kwɛyál
8. ñálɔŋ
9. ñwɛlɛl
10. pɛlei

11. lɛlɛl
12. kɛpálàŋ
13. kɛtɛl
14. ɛaai
15. pɛlɛl

2. Response Drill

Teacher

gbcɛ káá Bɛ?
gbcɛ káá naa?

Verbal Cue

ɛulɔŋ kwɛyá
ñcnfi lɛlɛ

Student

ɛulɔŋ kwɛyá káá Bɛ.
ñcnfi lɛlɛ káá naa.

1. ñcnfi lɔŋ kɛtɛ
2. ɛisáí nyómó
3. ñálɔŋ kwɛyá
4. lɔŋ sulɔŋ kpákpá
5. ñcnfi lɛlɛ

6. naŋ kɛtɛ
7. ñeei nyómó
8. kálɔŋ kpákpá
9. ɛulɔŋ nyómó
10. lɔŋ ncnfi lɛlɛ

3. Response Drill

Use time words

Teacher

lé tǎl ñcnfi kété káá tíf kél?
lé tǎl ñulŋ kpákpá káá lá mfi?

Verbal Cue

tínáá
sáá

Student

káá pál tíf kél tínáá.
káá lá mfi sáá.

- | | |
|--|-------|
| 1. lé tǎl tisā nyómó káá nyíí? | tínáá |
| 2. lé tǎl wǎ nāŋ káá lfi dùkóó? | sáá |
| 3. lé tǎl ñcnfi lélé káá ñíííí? | sáá |
| 4. lé tǎl kálòŋ kwéyá káá lónóí? | tínáá |
| 5. lé tǎl lón sulŋ kpákpá káá mfi? | tínáá |
| 6. lé tǎl ñcnfi lón kété a pál
pélélí lá? | sáá |
| 7. lé tǎl yaa seye wááí? | sáá |
| 8. lé tǎl a kíré séyéí ñyál lá? | tínáá |
| 9. lé tǎl kwaa ñuai ñíííí? | tínáá |
| 10. lé tǎl ŋaa lfi péííí mù? | tínáá |

GRAMMAR POINT

Old Pattern: ŋá káá sua ñíííí.

I am cooking meat.

New Pattern: ŋá káá ñíííí.

I am cooking it.

The direct object "it," is indicated by lowering the tone on the initial letter of the verb. In Lesson 5 of Unit I, you have already learned this rule with sentences containing /lé ué .../.

lé ué yaa ñíííí?

What are you cooking?

(literally: what are you cooking it?)

NEW VOCABULARY

kpóló	soap
wóló	break
tée	cut
wuló	palm oil

4. Repetition Drill

Teacher

ηαα sua ηίλfi
ηαα ηίλfi

1. ηαα leyfi wááfi.
2. ηαα ηwááfi
3. ηαα téé mfi
4. ηαα mfi
5. ηαα ηwuloi yíáfi
6. ηαα ηnyíáfi
7. ηά káá kpóló kwélefi
8. ηά káá kwélefi
9. ηά káá kpóló wólófi
10. ηά káá ηwólófi

Student

ηαα sua ηίλfi
ηαα ηίλfi

11. ηά káá šuai tééfi
12. ηά káá tééfi
13. ηαα sua tééfi
14. ηαα tééfi
15. ηά káá kpóló yíáfi
16. ηά káá ηnyíáfi
17. ηαα ηéfi tééfi
18. ηαα tééfi
19. ηαα ηwuloi kwélefi
20. ηαα kwélefi

5. Response Drill

Answer the question and change the noun to "it."

Teacher

yaa téé mfi?
yaa seye kwélefi?

1. yaa leyii wááfi?
2. yaa misēη yíáfi?
3. yaa sua ηίλfi?
4. yaa seye wááfi?
5. yaa nyéé mfi?

Student

Éé, ηαα mfi.
Éé, ηαα kwélefi.

6. yaa tümáláá mfi?
7. í káá leyii wááfi?
8. í káá seisēη kwélefi
9. í káá wulo yíáfi?
10. í káá tóúlóó kpélefi?

11. yaa wulo kwélefi?

6. Transformation Drill

Make an appropriate sentence with "it".

Teacher

wulo
misēη

Student

ηαα ηnyíáfi.
ηαα mfi.

- | | | | | |
|--------|---------|----------|-----------|----------|
| 1. sua | 3. seye | 5. kpóló | 7. tóúlóó | 9. manan |
| 2. téé | 4. nyéé | 6. wulo | 8. leyii | 10. wulo |

GRAMMAR POINT

Old Pattern: ɲaa leyɪ wááɪ.

I wash a pot.

New Pattern: ɲaa leyɪ wááɪ à kpóló.

I wash a pot with soap.

In this case, /à/ means "with," in the instrumental sense of "with a thing," not in the sense of accompaniment.

ɲá sua tèè à ɓóá. I cut meat with a knife.

NEW VOCABULARY

gbà cutlass (machete)

kpóló soap, salt; country bread

NOTE: /kpóló/ means both "country bread" and "soap". If a situation arises in which they might be confused, use /wààkpóló/ for "soap" (i.e., wash-soap).

7. Repetition Drill

Teacher

káá leyɪ wááɪ à kpóló.

káá seye wááɪ à kpóló.

1. káá manɲ wólól à nyéf.

2. káá kpólól wólól à nyéf.

3. káá kpóló wólól à nyéf.

4. ɲaa sua téél à ɓóá.

5. ɲaa nyéf téél à ɓóá.

6. ɲaa téél téél à ɓóá.

7. daa ɲèlɪ téél à gbà.

15. ɲaa seye wááɪ à kpóló.

Students

káá leyɪ wááɪ à kpóló.

káá seye wááɪ à kpóló.

8. daa wúlú téél à gbà.

9. daa manɲ téél à gbà.

10. ɲaa tùmáláá ɲílɪl à wuló.

11. ɲaa sua ɲílɪl à wuló.

12. ɲaa téél ɲílɪl à wuló.

13. ɲaa nyéf ɲílɪl à wuló.

14. ɲaa seye wááɪ à yá.

8. Substitution Drill

Teacher

ñill à wulo.

à yá

1. à tùmàlálá

2. à sua

3. à tée

4. à nyée

Students

è ñill à wulo yá.

è ñill à wulo yá.

5. à moloŋ

6. à wulo

7. à tùmàlálá

8. à sua

9. Substitution Drill

Teacher

è suai ñill à wulo.

tée

1. tùmàlálá

2. nyée

3. suai

4. tée à ɓóá

5. tee à ɓóá

6. suai

7. nyée

8. tée à gbà

Students

è suai ñill à wulo.

è tée ñill à yá.

9. ñill

10. ñwílí

11. manan

12. yà à scŋkáú

13. kpóló

14. ɓeyei

15. wàà à yá

16. ñeyii

10. Substitution Drill

Teacher

ŋaa ñwáál à yá.

kpóló

1. kwaa ñííí

2. manan

3. daa

4. wulo

5. ñwólól a gbuú

Student

ŋaa ñwáál à yá.

ŋaa ñwáál à kpóló.

6. tée

7. gbà

8. ñyíál à scŋkáú

9. ñwáál à kpóló

10. yá

11. Transformation Drill

Using the sentences in the exercise above, make imperative sentences.

Teacher

Student

12. Response Drill

Answer the teacher's question "with what?" with "à _____."

Teacher

Student

à ɓeyei waa à lé?
à tùmàláláí ɓíll à lé?

à yá. (or: à kpóló)
à wulo.

1. di ɓeisiɓɓi yà à lé?
2. di ɓɛlɛl yà à lé?
3. à kpóló wòlò à lé?
4. à tɛɛl ɓíll à lé?
5. ɓá ñyɛɛl ɓíll à lé?

6. ɓá ɓɛll tɛɛ à lé?
7. í ñwúlɛl tɛɛ à lé?
8. í ñyɛkɛl tɛɛ à lé?
9. í manan tɛɛ à lé?
10. í manan wòlò à lé?

GRAMMAR POINT

Old Pattern: ɓaa ñwɛlɛl ɓá ɓoli yá.

I want to buy a goat.

New Pattern: ɓaa kɛ lé ɓá ɓoli yá?

How do I buy a goat.
(i.e. I do what to buy a goat.)

/kɛ lé/ translates literally as "do it what" but it is used idiomatically to ask "how do ... (I buy a goat?etc.) Notice also, that the included verb does not add the final / -i /.

NEW VOCABULARY

gbuú axe

káll hoe

looí ground

ñooí wóló to break the ground (i.e., to hoe the ground)

13. Repetition Drill

Teacher

a kɛ lé é nyɛɛl tée?
a kɛ lé é kpólól tée?

1. ɲaa kɛ lé ɲá kpólól wóló?
2. yaa kɛ lé f ɲooi wóló?
3. yaa kɛ lé f ɲanaɲ wóló?
4. yaa kɛ lé f ɲeyei wáá?
5. yaa kɛ lé f ɲeyii wáá?
6. daa kɛ lé di tùmáláál ɲílf?
7. daa kɛ lé di nyɛɛl ɲílf?

Student

a kɛ lé é nyɛɛl tée?
a kɛ lé é kpólól tée?

8. daa kɛ lé di nyɛɛl ɲílf?
9. daa kɛ lé di tɛɛl ɲílf?
10. a kɛ lé é ɲuai tɛɛ?
11. a kɛ lé é ɲɛlll tɛɛ?
12. a kɛ lé é ɲwúlfl tɛɛ?
13. a kɛ lé é ɲanaɲ tɛɛ?
14. a kɛ lé f nyɛɛl tée?

14. Substitution Drill

Teacher

yaa kɛ lé f ɲɛll tɛɛ?
manaɲ

1. ɲuai
2. ɲwúlfl
3. tùmáláál
4. seye wáá
5. ɲeyii
6. nyɛɛl
7. ɲanaɲ ɲílf
8. ɲuai

Student

yaa kɛ lé f ɲɛll tɛɛ?
yaa kɛ lé f manaɲ tɛɛ?

9. tɛɛl
10. kpólól wóló
11. ɲooi
12. ɲanaɲ

15. Response Drill

Answer the question "How are you going to _____?" with "With _____."

Teacher

yaa pál kɛl lé f nyɛɛl ɲílf?
yaa pál kɛl lé f ɲooi wóló?

1. a pál kɛl lé é ɲuai tɛɛ?
2. a pál kɛl lé é ɲeyei wáá?
3. yaa pál kɛl lé f tùmáláál ɲílf?
4. ɲaa pál kɛl lé f ɲeyii wáá?
5. yaa pál kɛl lé f tɛɛl ɲílf?
6. ɲaa pál kɛl lé f ɲooi wóló?
7. a pál kɛl lé é ɲwúlfl tɛɛ?
8. a pál kɛl lé é ɲɛll tɛɛ?
9. daa pál kɛl lé di kpólól wóló?
10. daa pál kɛl lé di ɲuai ɲílf?

Students

à wulo.
à káll.

(Continue with these until the students can respond quickly.)

16. Response Drill

The teacher will give the answer. The student will ask the question.

Teacher

káá pái ñíííí à wulo.
káá pái tééí à gbuú.

1. ñaa pái ñíííí à wulo.
2. ñaa pái tééí à gbuú.
3. káá pái tééí à gbíà.
4. káá pái ñwólóló à ñyéí.
5. ñaa pái ñwólóló à káíí.
6. ñaa pái ñíííí à sua.

Student

káá pái kélí lé é ñíííí?
káá pái kélí lé é tééí?

7. yaa pái ñíííí à nyéé.
8. yaa pái ñwááí à kpóló.
9. yaa pái ñwááí à yá.
10. daa pái ñwólóló à káíí.
11. daa pái tééí à gbuú.
12. daa pái tééí à bódá.

17. Flashcard Drill

Flashcard

leyí
tùmáláá
seisêṅ

1. leyí
2. tùmáláá
3. seisêṅ
4. wúlú
5. manan
6. nyéé

Student 1

yaa kélí lé í ñeyíí wáá?
yaa kélí lé í tùmálááí ñíííí?
yaakélí lé í ñeisêṅ yíá?

7. téé
8. misêṅ
9. kpìṅ
10. téblé
11. seye
12. ñèíí

Student 2

ñá ñeyíí wááí à kpóló.
ñá tùmálááí ñíííí à wulo.
ñá ñeisêṅ yíáí à scṅkáú.

(The teacher may prompt, if necessary, by suggesting a phrase, e.g. (4) /ṅwúlííí téé/ for Student 1 and / à gbuú/ or /à gbíà/ for Student 2.)

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

ké pele lé má is translated literally as, "to do it way show on me." The word pele is the same one you have learned for road, path, or way. Kpelle, like English, uses "way" metaphorically to denote manner.

SCHOOLS AND TEACHERS

In the primary grades, a teacher may expect to have from fifty to one hundred students in a classroom in which two grades are taught. The newer improved schools may have five or six large classrooms.

Both men and women teach in the schools. Some of them have only completed their secondary schooling, while others are college graduates. When he appears before his students, the teacher is always well dressed. Those of you who will teach in Liberia should remember to be neat and presentable when you go to the school. For the men, wearing a tie is a must. Don't forget, you will not only be teaching English, you will be setting an example.

BOLI KÁÁ KONÁI SŪ

This is a childrens' game. If space and time permit, your instructor will teach it to you.

To begin, everyone forms a large circle and holds hands. One person is in the center by himself. He is the Boli, or goat. The others begin to chant: Boli káá konái sū - māmē! "the goat is in the corral, maa!" As they chant this over and over again, the "goat" tries to break out of the circle. When he succeeds, one of the persons, where he breaks through, must tag him. Then, while the others begin to clap and chant, this person chases the "goat" around the outside of the circle. If the "goat" gets back to the person's place first, he takes it, and the one who tagged him becomes the "goat." If not, he remains as the "goat" for the next round.

A SAYING

Repeat this several times after your instructor and then see if you can ascertain its exact meaning.

lópèntè a kírè séyé - kété fáà lóó.

"Little children run but they can't hide!"



D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - A Project in the Wind

Tom : yaa lfi kòlòpélélí lá tínáá?

Are you going to school tomorrow?

Slàfá : kpáá, naa pál tíf kél tínáá, yaa ñwélí kú lí kpálàna tíf kél?

No, I'm going to work tomorrow, do you want to go with me to the farm and work?

Tom : ěc, lé ué yaa pál kél naa?

Yes, what are you going to do there?

Slàfá : naa lfi ná kpálàn kelen.

I'm going to burn the farm.

Tom : yaa ñwélí ná kpón yáá?

Do you want me to help you?

Slàfá : ěc, mni lélíé ué! kwa lfi ñele wáá néné!

Yes, that's fine. We'll go early in the morning!

USEFUL EXPRESSION

kpón ná!

help me!

naa pál kél nyá tònò!

I'll do it alone.

REVIEW

1. Moving Slot Drill

Teacher

naa ñooi wólóí à kálí
à yéí
manan
wááí
yá
ñíííí

1. à wuló

2. mfi

3. tùmàlááí

4. ñíííí

5. à yá

6. à téeí

7. à kpóíó

8. manan

9. wóíóí à yéí

10. kpóíó

Students

naa ñooi wóíóí à kálí
naa ñooi wóíóí à yéí
naa manan wóíóí à yéí
naa manan wááí à yéí
naa manan wááí à yá
naa manan ñíííí à yá

11. téeí à gbáá

12. nyéé

13. mfi à Bá

14. sua

15. à wuló

2. Response Drill

Teacher

yaa kè lé f sua ñíííí?
yaa kè lé f sua yíá?

1. yaa kè lé f gbuú yíá?

2. yaa kè lé f manan yíá?

3. yaa kè lé f manan téeé?

4. yaa kè lé f tùmàláá téeé?

5. yaa kè lé f tùmàláá ñíííí?

6. yaa kè lé f tùmàláá wáá?

7. yaa kè lé f seye wáá?

Students

naa ñíííí à kíèñ
naa ñyíáí à scñkáú

8. yaa kè lé f seye yíá?

9. yaa kè lé f ñèíí yíá?

10. yaa kè lé f ñèíí téeé?

11. yaa kè lé f ñooi wóíóí?

12. yaa kè lé f kpóíó míf?

13. yaa kè lé f leyí wáá?

14. yaa kè lé f wúlú téeé?

15. yaa kè lé f misèñ ñíííí?

3. Transformation Drill
Change the future to the simple past.

Teacher

ɲaa pál ɲanaŋ kété ɲílíl.
káá pál lóŋól ɲaŋ pó.

1. yaa pál líl loo kpálàŋa.
2. kwaa pál ɲooi wólól.
3. ɲcnfi a pál ɲèlíl téeí.
4. ɲcnfi loŋ lélé a pál nyíl.
5. ɲálón nyómó a pál seye wáál.
6. wó leyei a pál seye wáál.
7. í nāŋ a pál seye wáál.
8. í nāŋ a pál tíí kél pélélí lá.

Students

ɲá ɲanaŋ kété ɲílíl.
à lóŋól ɲaŋ pó.

9. í leei a pál moloŋ ɲílíl.
10. ɲaa pál ɲíl à wulo.
11. káá pál ɲwáál à ɲyéí.
12. daa pál ɲyéí à seŋkád.
13. kaa pál líl pèlei mà.
14. yaa pál nycc téeí à gbà.
15. káá pál lóŋól ɲálón kwéyá pó.
16. ɲá pál lóŋól ɲcnfi kpákpa pó.

GRAMMAR POINT

Old Pattern: ɲaa líl dùkóo.

I go to Monrovia.

New Pattern: ɲaâ líl dùkóo.

I have gone to Monrovia.

The present perfect tense, as in English, indicates that the action has been completed.

ɲá líl dùkóo.

I went to Monrovia.
(yesterday, last week, etc.)

ɲaâ líl dùkóo.

I have gone to Monrovia.
(one or more times.)

The complete set of pronouns used with this tense is as follows:

ɲaâ	kwaa
yaâ (Eaâ)	kaâ
aâ	daâ

4. Repetition Drill

Teacher

nã lɪ dũkɔɔ.
yã lɪ dũkɔɔ.

1. kwã pɛ dũkɔɔ.
2. dã pɛ tɔtɔtɔ.
3. kã pɛ nyɛl lɛ.
4. kã lɛ gbɛɛɛ.
5. yã lɛ kɛkɛtɔ.
6. ã lɪ frɛlɛ.

Students

nã lɪ dũkɔɔ.
yã lɪ dũkɔɔ.

7. ã pɛ dũkɔɔ.
8. dã pɛ pɛlɛl mɔ.
9. dã lɪ gbɛɛɛ.
10. kã lɪ nyɛl lɛ.
11. kã pɛ tɔtɔtɔ.
12. kwã lɪ kɛkɛtɔ.

5. Response Drill

Answer the questions affirmatively.

Teacher

dã lɛ tɔtɔtɔ?
dã lɛ gbɛɛɛ?

1. yã lɪ dũkɔɔ
2. yã lɪ gbɛɛɛ?
3. ã lɪ gbɛɛɛ?
4. ã pɛ tɔtɔtɔ?
5. kwã lɪ pɛlɛl lɛ?

Students

ɛ̃c, dã lɛ tɔtɔtɔ.
ɛ̃c, dã lɛ gbɛɛɛ.

6. kã lɪ pɛlɛl lɛ?
7. kã pɛ nyɛl lɛ?
8. dã pɛ nyɛl lɛ?
9. dã pɛ kɛkɛtɔ?
10. yã pɛ dũkɔɔ?

GRAMMAR POINT

Old Pattern: ɲaã lɪ tótótà.

I have gone to Totota.

New Pattern: ɲá fé nɪ lɪ nɪ tótótà.

I have not gone to totota.

To use a negative with the present perfect tense, use the sequence /fé nɪ nɪ/. This is almost the same as the simple past negative, except in this case, you add another /nɪ/ after /fé/.

Compare the following:

past: ɲá fé lɪ nɪ dùkɔɔ.

I didn't go to Monrovia.

present

perfect: ɲá fé nɪ lɪ nɪ dùkɔɔ.

I haven't gone to Monrovia.

As a negative intensifier, /wɔɔ/ may be placed before the verb or its object. (if it has one)

ɲá fé nɪ wɔɔ lɪ nɪ dùkɔɔ.

I have never gone to Monrovia.

fé nɪ wɔɔ kwɛlɪ mɪf nɪ.

He has never eaten leopard.

NEW VOCABULARY

wɔɔ ever, a long time ago, never (with a negative verb)

6. Repetition Drill

Teacher

ɲá fé nɪ lɪ nɪ dùkɔɔ.

ɪ fé nɪ wɔɔ manɔ mɪf nɪ.

1. fé nɪ wɔɔ lɪ nɪ tótótà.

2. ɪ fé nɪ ɬuai ɲɪlɪ nɪ.

3. kú fé nɪ seye wáá nɪ.

4. kálòŋ fé nɪ pá nɪ lɔɔ kpálàŋa.

5. ɬisáɪ fé nɪ kpɪŋ yáá nɪ.

Students

ɲá fé nɪ lɪ nɪ dùkɔɔ.

ɪ fé nɪ wɔɔ manɔ mɪf nɪ.

6. ɲá fé nɪ wɔɔ lɔŋɔ nɪ kálòŋ pɔ.

7. fé nɪ wɔɔ pɛlɛɪ ɲɪ káá nɪ.

8. ɛnɪ tɪ fé nɪ wɔɔ tɪf kɛ nɪ.

9. ɲá leeɪ fé nɪ mɪsɛŋ mɪf nɪ.

10. kálòŋ wɔɔ nɛnɪ fé nɪ wɔɔ pá nɪ ɛɛ.

7. Response Drill

Teacher

yaã wóó lí tótótà?
yaã wóó misèṅ tíf míf?

Students

ḡá fé ní wóó lí ní tótótà.
ḡá fé ní wóó misèṅ tíf míf ní.

- | | |
|-------------------------------|----------------------------------|
| 1. yaã wóó manag tée? | 8. yaã wóó ḡoóí wóló à kálí? |
| 2. yaã wóó Bolí kwéle? | 9. tísáí aã wóó tùmáláá míf? |
| 3. daã wóó seye wáá? | 10. ḡálón aã wóó wúlú tée à ǵuá? |
| 4. kwaã wóó lé pélélí tíf lá? | 11. yaã wóó tíf ké kpálàṅa? |
| 5. ḡaã wóó í nāṅ káá? | 12. yaã wóó tóúlóó kpélé? |
| 6. aã wóó lóḡó kálón pó? | 13. ḡaã wóó nyíf kṗṗṅ ḡí mà? |
| 7. yaã wóó sua ḡííí à wuló? | 14. kaã wóó seye kula kpíllí ǵú? |
| | 15. kálón aã wóó kula pélélí lá? |

8. Transformation Drill

Change these sentences from the simple past to the present perfect.

Teacher

ḡá lí lóo kpálàṅa wéé.
ḡcníí è tíf kè pélélí kwèlè.
í fé misèṅ míf ní wéé.

Students

ḡaã lí lóo kpálàṅa.
ḡcníí aã tíf ké pélélí kwèlè.
í fé ní misèṅ míf mí.

- ḡá seye wáá ḡyál lá wéé.
- í fé moloṅ ḡííí ní ḡele wíf ǵú.
- lón sulón è lí peleí mà wéé.
- ḡcníí kété è lóḡó kálón pó wéé.
- tísáí kwéyá è tíf kè kòlòpélélí mù.
- fé ǵeyei kùlà ní kpíllí ǵú.
- dí pà taáí ǵú wéé.
- ḡá leeí è tùmáláá ḡíllí à wuló.
- í manag tée à ǵóá.
- ḡílláí nyómó è ǵuai míf wéé.
- ḡcníí wó tísáí fé lí ní dùkóó.
- kú ḡoloṅ sèyè kpálàṅa
- ḡá nāṅ fé seye wáá ní wéé.
- í kírè sèyè lóo kpálàṅa wéé.
- kú nyíí ḡoóí mà wéé.

GRAMMAR POINT

Old Pattern: ʒulɔŋ kpákpál.

The man is fat.

New Pattern: ʒulɔŋ kpákpál tɛɛ kálɔŋ mà.

The man is fatter than the chief.

(literally: the man is fat
(he) surpasses the chief on.)

/mà/ "on, upon" combines with the pronouns of the first and third persons in the following way:

1st person: ɲá + mà → mà

3rd person: /' / + mà → mà

For example:

ɲá leyɛi kwéyál tɛɛ mà.

My younger
brother is
taller than I.

kálɔŋ wɔ́ lɔŋ sulɔŋ kɛtɛ́l tɛɛ mà.

The chief's son is
bigger than he.

NEW VOCABULARY

tɛɛ to pass, to surpass

9. Repetition Drill

Teacher

ɲálɔŋ kpákpál tɛɛ tom mà.
tom kpákpál tɛɛ zinâ mà.

Student

ɲalɔŋ kpákpál tɛɛ tom mà.
tom kpákpál tɛɛ zinâ mà.

1. zinâ lélél tɛɛ momɔ́ɔ mà.
2. zinâ kpákpál tɛɛ ɲɛnfi mà.
3. ɲilâi kɛtɛ́l tɛɛ tɛɛlì mà.
4. tɛ́blél kɛtɛ́l tɛɛ ʒeɪsɛŋ mà.
5. ɲwúlíí kwéyál tɛɛ pɛ́lél mà.

6. ɲɛnfi nyómɔ́l tɛɛ ɲálɔŋ mà.
7. ɲálɔŋ nyómɔ́l tɛɛ ɲɛnfi mà.
8. ɲɛnfi lɔŋ kpákpál tɛɛ ʒulɔŋ mà.
9. ɲiŋâi kɛtɛ́l tɛɛ ɲolii mà.
10. ɲolii kɛtɛ́l tɛɛ ɲilâi mà.

10. Repetition Drill

Teacher

ḡá kpákpál tée mà.
 ḡélél tée í mà.

1. kétél tée mà.
2. kétél tée dí mà.
3. tótó kétél tée dí mà.
4. momóò lélél tée mà.
5. zinà lélél tée mà.

Students

ḡá kpákpál tée mà.
 ḡélél tée í mà.

6. ḡélél tée í mà.
7. ḡá kpákpál tée í mà.
8. kpákpál tée mà.
9. kpákpál tée mà.
10. ḡyómóí tée mà.

11. Transformation Drill

Teacher

ḡcnfi kétél
 ḡálón kétél

1. ḡcnfi kélél.
2. ḡbuúí kwéyál
3. ḡá nāḡ lélél
4. tísáí lélél
5. ḡá pélél kétél
6. í kpíllí kétél
7. ḡcnfi lón ḡí lélél
8. ḡwúlfí ḡí kwéyál
9. wó sulón nyómóí
10. kálón wó ḡcnfi kpákpál
11. àuáí ḡí lélél
12. kíēḡ ḡí kétél
13. ḡcnfi ḡí wó molón lélél
14. yàtà wó seyeí
15. tísáí nyómóí

Verbal Cue

ḡálón
 àulón lón

ḡcnfi lón

ḡóál

ḡá leei

ḡá leyíí

í pélél

wó kpíllí

ḡcnfi lón tí

ḡwúlfí tí

í sulón

ḡá ḡcnfi

àuáí tí

kíēḡ tí

ḡcnfi tí wó molón

músú wó seyeí

ḡá

Students

ḡcnfi kétél tée ḡálón mà.
 ḡálón kétél tée àulón lón mà.

12. Chain Drill

Teacher : kòlò kété káá ná yél.

Student 1 : ná kòlò kété tée í kòlò mà.
kpíll kété káá ná yél. (to Student 2)

Student 2 : ná kpílli kété tée í kpílli mà.
leyi nyómó káá ná yél. (to Student 3)

Student 3 : ná leyi nyómó tée í leyi mà.

(Continue in this way with each student in the class.)

GRAMMAR POINT

Old Pattern:	Bóá	ká tí?	Is that a knife?
New Pattern:	Bóá ncnè	ká tí?	Which knife is that?

/ncnè/ comes directly after the noun and may be translated as "what" or "which".

13. Repetition Drill

Teacher

nálón ncnè ká tí?
ncnè ncnè ká ní?

1. nálón ncnè ká ní?
2. kpólò ncnè ká tí?
3. kòlò ncnè ká tí?
4. kpálàn ncnè ká tí?
5. pélé ncnè ká ní?

Students

nálón ncnè ká tí?
ncnè ncnè ká ní?

6. sua ncnè ká ní?
7. taai ncnè ká tí?
8. Boli ncnè ká tí?
9. lón ncnè ká ní?
10. lón sulón ncnè ká ní?

14. Substitution Drill

Teacher

lón sulón nénè ká tí?
pélé

Student

lón sulón nénè ká tí?
pélé nénè ká tí?

- | | | | | |
|-------------|--------------|---------|----------|---------------|
| 1. ncnf | 3. nálon | 5. pélé | 7. misên | 9. ncnf lón |
| 2. lón ncnf | 4. lón sulón | 6. wólú | 8. sua | 10. sulón lón |

15. Response Drill

Answer the question using the cue given by the teacher.

Teacher

Verbal Cue

Students

- | | | |
|--------------------------|----------------|------------------|
| kòlò nénè ká tí? | kété | kòlò kété ká ní. |
| wulò nénè ká tí? | há | há wulò ká ní. |
| 1. kpílì nénè ká tí? | ñcnfi wò | |
| 2. scgkáu nénè ká tí? | kú | |
| 3. sulón lón nénè ká tí? | kwéyá | |
| 4. ncnf lón nénè ká tí? | lélé | |
| 5. pélé nénè ká tí? | í | |
| 6. ñilá nénè ká tí? | nyómó | |
| 7. taa nénè ká tí? | kálòwò wò taaí | |
| 8. misên nénè ká tí? | lélé | |
| 9. kpálàn nénè ká tí? | kété | |
| 10. seiscên nénè ká tí? | wò | |

16. Response Drill

Ask questions to fit the following answers.

Teacher

Students

- | | |
|------------------------|------------------------|
| sua lélé ká ní. | sua nénè ká tí? |
| í nân ká ní. | nân nénè ká tí? |
| 1. kpìlì kwéyá ká ní. | 6. ká pélé ká ní. |
| 2. misên lélé ká ní. | 7. dí kpálàn ká ní. |
| 3. ncnf kété ká ní. | 8. mál nyómó ká ní. |
| 4. gbuú kwéyá ká ní. | 9. há leei ká ní |
| 5. nálon kpákpá ká ní. | 10. tùmálá lélé ká ní. |

C U L T U R A L M A T E R I A L A N D
L A N G U A G E L E A R N I N G A C T I V I T I E S

BURNING A FARM

Throughout Liberia, the crops are rotated whenever it is feasible. Because of this, the remnants of the last year's growth must be cleared from the farmsite before the new crops can be planted. Towards the end of the dry season, in February, March, or April, the old brush is cleared, branches are chopped and stacked in piles. After the site has been cleared, it is allowed to dry out for a month or so and then it is burned. Though this is ordinarily the job of the men, sometimes an entire family will join in the work. The fires are set with kpalc̄n, or torches made from bamboo. If the farmsite has dried thoroughly it will burn in one day. After several days, the family will return and clear the site of the burned debris. When the rains come, the ashes that remain will serve to fertilize the newly sown crop.

SITUATIONS

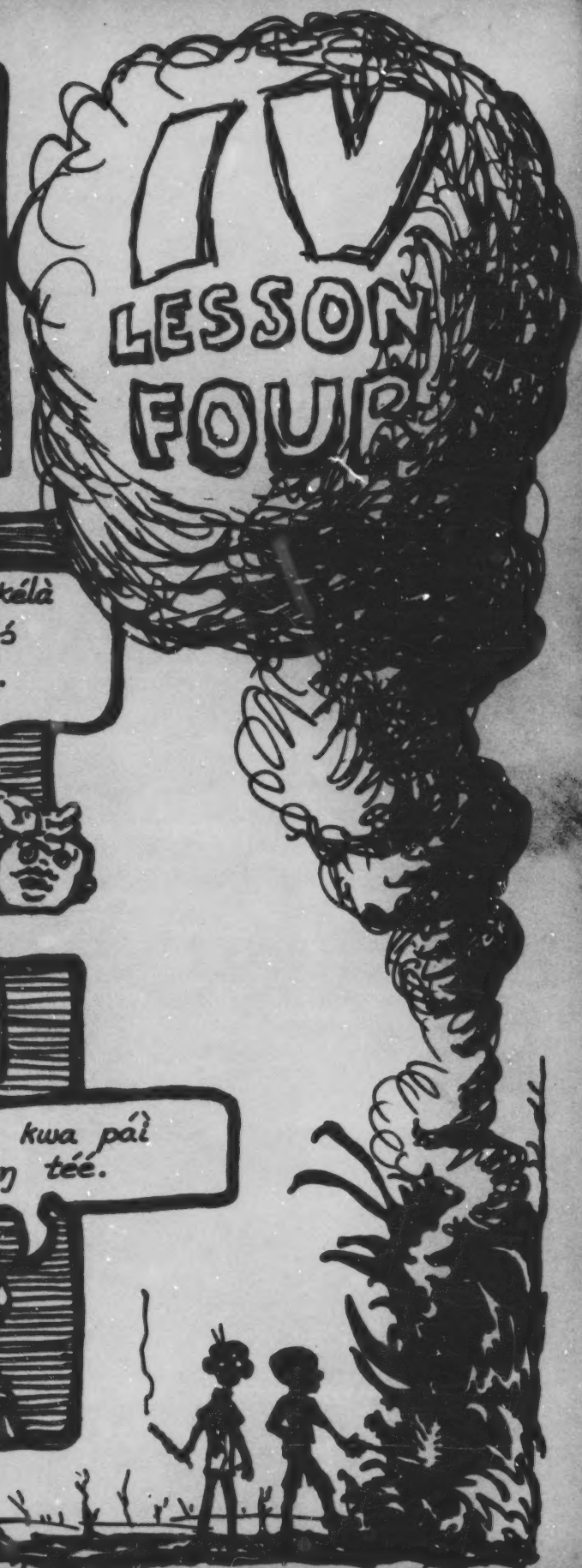
Three people will come up before the class and act out the following scene:

Tokpā, a teacher from Kákātā, is telling a newly-arrived American about his school. After a minute or so, Súmó, who has been visiting with the town chief, comes and greets them. Tokpā introduces Súmó to his friend and they chat for three or four minutes.

Try to use all the new constructions you have learned and also new material from the dialogues.

DICTATION

Your instructor will give you five minutes of dictation. It will include material from the last three lessons and at least three expressions from the last unit. When you have finished, exchange papers with your neighbor, and the class will go over the material together.



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - "Burning a farm."

Tom : kwaa páí líí kpalàna lóníí mà.

Are we going to the farm right now?

Slàfá : èè, í pà là gbíà lé mni mà?

Yes, why did you bring a cutlass?

Tom : ná pà là gbíà dà gbuú kú òòòí téé là.

I brought a cutlass and axe so we could cut the bush.

Slàfá : kwa ná kélà kwaâ wóó òòòí téé.

My uncle and I cut bush long ago.

Tom : kè ní ná pá là gbíàí dà gbuúí?

Well, shall I bring the cutlass and the axe?

Slàfá : kpáà, kwaa páí kpalênj tééí

No, we'll cut bamboo torches.

USEFUL EXPRESSIONS

peñe là!

bring it back!

ná pò ká tí.

that is mine.

REVIEW

1. Moving Slot Drill

Teacher

ñcnfi kɛtɛl tɛɛ hálɔŋ mã?
lɛlɛl
tisâi

1. kpákpál
2. kálɔŋ
3. ãulɔŋ
4. ñeei mã

5. ñân mã
6. hálɔŋ
7. ñeei
8. kɛtɛl

Student

ñcnfi kɛtɛl hálɔŋ mã?
ñcnfi lɛlɛl tɛɛ hálɔŋ mã?
tisâi lɛlɛl tɛɛ hálɔŋ mã?

9. ñeyei mã
10. nyómɔl
11. tom
12. ɲá

2. Substitution Drill

Teacher

ɲilâ kɛtɛ káá í yél?
nyómɔ
nénɛ

1. pɛlɛ
2. kpálàn
3. kɛtɛ
4. nyómɔ
5. nénɛ

6. ncni
7. sulɔŋ
8. kpákpá
9. lɛlɛ
10. nénɛ

Student

ɲilâ kɛtɛ káá í yél?
ɲilâ nyómɔ káá í yél?
ɲilâ nénɛ káá í yél?

3. Response Drill

Teacher

ɲilâ nénɛ káá í yél?
kpíllí nénɛ káá í yél?

1. pɛlɛ
2. kpálàn
3. Boli
4. kòlò
5. gbuû

6. ncni
7. sulɔŋ
8. kálɔŋ
9. nyɛɛ
10. wulo

Student

ɲilâi kɛtɛ káá ɲá yél.
kpíllí kɛtɛ káá ɲá yél.

GRAMMAR POINT

Old Pattern: ñeyii káá ná yéí.

I have the pot.

New Pattern: ñeyii káá ná pó.

The pot is mine.

This means, literally, "the pot is to me." This usage denotes specific ownership; i.e., "it is mine not yours."

kpálàn káá í pó.

The farm is yours.

móáí káá pó.

The knife is his.

4. Repetition Drill

Teacher

kpálàn ní káá ná pó.
pélélí tí káá dí pó.

1. kpìlẹ ní káá kú pó.
2. mólẹ tí káá pó.
3. kpílí tí káá í pó.
4. ñwulólí ní káá ná pó.
5. ñeyii ní káá dí pó.

Students

kpálàn ní káá ná pó.
pélélí tí káá dí pó.

6. kpálàn tí káá kú pó.
7. òsìsìlẹ tí káá ká pó.
8. mál ní káá í pó.
9. tẹblélí ní káá pó.
10. tẹlélí tí káá ná pó.

NEW VOCABULARY

kàrà	bamboo mat
sañe	bottle
sama	gift

5. Substitution Drill

Teacher

kpólólí ní káá pò.
kàràì

1. šaŋei
2. šamai
3. kpíllí
4. tùmàláláì
5. kpólólí

6. mìsɛŋ
7. kàràì
8. šuai
9. šaŋei
10. kíɛŋ

Students

kpólólí ní káá pò.
kàràì ní káá pò.

11. šaŋai
12. šeyei
13. ñyáì
14. kpólólí
15. kàràì

6. Moving Slot Drill

Teacher

šaŋei ní káá ŋá pò.
kàràì
f

1. pò
2. kpíllí
3. šamai
4. kú
5. mòáì

6. kpólólí
7. ka
8. mìsɛŋ
9. pèlélí
10. ŋá

Students

šaŋei ní káá ŋá pò.
kàràì ní káá ŋá pò.
kàràì ní káá f pò.

11. šamai
12. šaŋei
13. f
14. kàràì
15. kpólólí

GRAMMAR POINT

Old Pattern: šaŋei ní káá ŋá pò.

This bottle is mine.

New Pattern: šaŋei ní káá gbcɛ pò?

Whose bottle is this?

You have already used /gbcɛ/ at the beginning of a question, as in /gbcɛ káá tífí kélí ɓɛ/? "Who is working here?" When it is used before /pò/. it means "whose" (literally: to whom)

mòlɔŋ ní káá gbcɛ pò?

Whose rice is this?

7. Repetition Drill

Teacher

sañei ɲi káá gbɛɛ pɔ?
pélélɛ ɲi káá gbɛɛ pɔ?

1. ɛbuúɪ ɲi káá gbɛɛ pɔ?
2. ʒeɪsɛɲ tɪ káá gbɛɛ pɔ?
3. kɔpálàn kɛtɛ ɲi káá gbɛɛ pɔ?
4. ɛnɲɪ lɛlɛ ɲi káá gbɛɛ pɔ?
5. ʒulɔɲ lɔɲ ɲi káá gbɛɛ pɔ?

Students

sañei ɲi káá gbɛɛ pɔ?
pélélɛ ɲi káá gbɛɛ pɔ?

6. káràɪ kɛtɛ tɪ káá gbɛɛ pɔ?
7. ʒamaɪ lɛlɛ tɪ káá gbɛɛ pɔ?
8. sañei ɲi káá gbɛɛ pɔ?
9. ɲolɪɪ tɪ káá gbɛɛ pɔ?
10. ɲolɔɲ ɲi káá gbɛɛ pɔ?

8. Transformation Drill

Change these statements to questions

Teacher

kòlòlɔ ɲi káá ɲá pɔ.
káràɪ tɪ káá di pɔ.

1. kòlòpélélɛ ɲi káá kú pɔ.
2. ɛyɪɪ kɛtɛ káá ɛnɲɪ pɔ.
3. kɔpólól kɛtɛ káá kálɔɲ pɔ.
4. ɲál lɛlɛ káá ɲá nɛɲ pɔ.
5. kɔpílɪɪ kɛtɛ káá f pɔ.

Student

kòlòlɔ ɲi káá gbɛɛ pɔ?
káràɪ tɪ káá gbɛɛ pɔ?

6. kálɪɪ káá f leeɪ pɔ.
7. ɲisɛɲ ɲi káá ɛnɲɪ pɔ.
8. sañei ɲi káá ɛnɲɪ pɔ.
9. káràɪ tɪ káá tɪsáɪ pɔ.
10. kɔlɔɲ tɪ káá ɲá pɔ.

9. Response Drill

Answer the following questions with /ɲá/.

Teacher

kɔpálàn ɲi káá gbɛɛ pɔ?
ɲèlɪɪ ɲi káá gbɛɛ pɔ?

1. sañei tɪ káá gbɛɛ pɔ?
2. káràɪ tɪ káá gbɛɛ pɔ?
3. kɪɛɲ ɲi káá gbɛɛ pɔ?
4. ʒeyɪ ɲi káá gbɛɛ pɔ?
5. tùmáláál tɪ káá gbɛɛ pɔ?
6. ɲisɛɲ tɪ káá gbɛɛ pɔ?

Student

kɔpálàn ɲi káá ɲá pɔ.
ɲèlɪɪ ɲi káá ɲá pɔ.

7. kɔpólól kɛtɛ káá gbɛɛ fɔ?
8. kɔpálàn kɛtɛ káá gbɛɛ pɔ?
9. káràɪ lɛlɛ káá gbɛɛ pɔ?
10. ɛnɲɪ lɔɲ lɛlɛ káá gbɛɛ pɔ?
11. ɲolɪɪ nyɔmɔ káá gbɛɛ pɔ?
12. ɲiláɪ nyɔmɔ káá gbɛɛ pɔ?

10. Response Drill

Repeat exercise 9, answer the questions with the teacher's verbal cues.

Teacher	Cue	Students
kpálàn ñí káá gbɛɛ pɔ?	kálòṅ	kpálàn ñí káá kálòṅ pɔ.
ḡḡlì ñí káá gbɛɛ pɔ?	folómó	ḡḡlì ñí káá folómó pɔ.
1. sañei tí káá gbɛɛ pɔ?	tísáí	
2. káràí tí káá gbɛɛ pɔ?	ñcnfi	
3. kíḡṅ ñí káá gbɛɛ pɔ?	tótó	
4. ñeyei ñí káá gbɛɛ pɔ?	ṅá nāṅ	
5. tùmáláál tí káá gbɛɛ pɔ?	f leei	
6. mísḡṅ tí káá gbɛɛ pɔ?	mìsú	
7. kpólól kɛtɛ káá gbɛɛ pɔ?	f	
8. kpálàn kɛtɛ káá gbɛɛ pɔ?	kálòṅ	
9. káràí lélɛ káá gbɛɛ pɔ?	kú	
10. ñcnfi lóṅ lélɛ káá gbɛɛ pɔ?	f leyei	
11. molii nyómó káá gbɛɛ pɔ?	yàtà	
12. ḡliláí nyómó káá gbɛɛ pɔ?	pɔ	

GRAMMAR POINT

Old Pattern: kálòṅ wɔ̃ ncnfi ká ñí.

This is the chief's wife.

New Pattern: gbɛɛ wɔ̃ ncnfi ká ñí?

Whose wife is this?

This means literally, "who his wife ..."

gbɛɛ wɔ̃ ncnfi ñeyei wáá sáá ṅele wáá?

"Whose wife washed the clothes this morning?"

11. Repetition Drill

Teacher

gbcê wô kòlòl ká tíf?
gbcê wô kòlòl ká níf?

1. gbcê wô ɛɔɔl ká níf?
2. gbcê wô nɛlɛl ká níf?
3. gbcê wô seiseɛ ká tíf?
4. gbcê wô ɔolɛl ká tíf?

Students

gbcê wô kòlòl ká tíf.
gbcê wô kòlòl ká níf.

5. gbcê wô nɛnɛl ká tíf?
6. gbcê wô kálɛl ká tíf?
7. gbcê wô gbɛlɛl ká níf?
8. gbcê wô gbuɛl ká níf?

12. Response Drill

Supply questions for the following answers

Teacher

pɛlɛl tíf káá pɔ.
ɛaɛɛl níf káá nɛ pɔ.

1. káràl tíf káá f pɔ.
2. mɛseɛ níf káá kú pɔ.
3. kpólól tíf káá ká pɔ.
4. ɛeyel níf káá pɔ.
5. kálɛl tíf káá dɛ pɔ.

Students

gbcê wô pɛlɛl ká tíf?
gbcê wô ɛaɛɛl ká níf?

6. ɛamɛl níf káá nɛ pɔ.
7. ɛɛkálɛl tíf káá f pɔ.
8. gbuɛl níf káá kú pɔ.
9. ɛuɛl tíf káá pɔ.
10. ɛaɛɛl níf káá nɛ pɔ.

13. Chain Drill

Teacher : gbcê wô kpólòl káá f yél?

Student 1 : mùsú wô kpólòl káá nɛ yél.
gbcê wô kòlòl káá f yél?

Student 2 : tɛsɛl wô kòlòl káá nɛ yél?

(Continue in this way until each student in the class has asked his neighbor a question.)

14. Moving Slot Drill

Teacher

hálòṅ wò sañei káá Bě.
 ùlòṅ wò sañei káá Bě.

- | | |
|---------------|--------------------|
| 1. naa | 8. pélélì mù |
| 2. kàràì | 9. lóò kpálàṅa |
| 3. ṅá kàràì | 10. taai òù |
| 4. í | 11. kálòṅ |
| 5. kàràì | 12. kálòṅ wò ncnfi |
| 6. è kè | 13. wò sulòṅ |
| 7. tēblélì mà | 14. wò scṅkáu |

Students

hálòṅ wò sañei káá Bě.
 ùlòṅ wò sañei káá Bě.

- | |
|----------------|
| 15. káá Bě |
| 16. pélélì mù |
| 17. tēblélì mà |
| 18. káá ṅá yél |
| 19. Bě |
| 20. wò sañei |
| 21. hálòṅ |

15. Transformational Drill

Change these sentences to the past tense.

Teacher

ṅaā lí lóò kpálàṅa
 í fé ní lí ní dùkóó

1. aā tùmàlálì kwélé.
2. í fé ní wóó kálòṅ káá ní.
3. daā ncnfi wò tēlì yíá.
4. ṅaā sua ṅíí à wulo.
5. tísáí aā lí taai òù.
6. kwaā ñisēṅ tēlì ùlòṅ pó.

Students

ṅá lí lóò kpálàṅa
 í fé lí ní dùkóó

7. kú fé ní wóó lóṅó ní pó.
8. di fé ní seye wáá ní.
9. ncnfi wò Bolíí aā kířè séyé.
10. ṅaā tódúlóò kpélé.
11. ṅá fé ní tíí kè ní kpálàṅa.
12. ka fé ní ka tíí kpéé ní.

16. Response Drill

Teacher

gbcē wò samai ká ṅí?
 sañe ncnē ká tí?

1. kpóló ncnē káá í yél?
2. gbcē wò ṅèlì káá ñyéí?
3. kálì ncnē káá Bě?
4. gbcē wò tēlì káá í yél?
5. leyí ncnē káá naa?
6. gbcē wò samai káá kú yéf?

Students

yàtà wò samai ká tí.
 sañei kété ká tí.

7. pele ncnē a líl tótóta?
8. gbcē wò sañei káá ñyéí?
9. pélè ncnē ká tí?
10. gbcē wò ncnfi kétéí?
11. tùmàlálì ncnē kétéí?
12. gbcē wò sulòṅ lélélì?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

pchc là! Bring it back! This is the same là you have used with pá and lf. pchc means "to turn around" or "come back."

HUNTING

In Liberia, the rain forest abounds with many different types of game. During the rainy season, hunting is especially good. In some areas, a large group of men will remain in the forest for one or two days, hunting with their dogs. At night, equipped with their carbide lamps, the men generally hunt in pairs. Most hunting is done with guns, kpanà, though occasionally a bow and arrow, kelân dà tuân, is seen. One of the hunter's most common quarry is lómá, or red deer. After a successful hunt, the men may also return with kwala "monkey," teê "black deer," Boi "bush-hog," pii "porcupine," or kwckwêe "guinea fowl."

Have your instructor describe the animals which are new to you and also, give you the names of several more. List them in your notebook for reference.

QUESTIONS AND ANSWERS

Student 1 will turn to Student 2 and ask him a question. After answering it, Student 2 will turn to Student 3, and ask of him a question based on his answer to Student 1.

Student 1: í lì mí wéé?

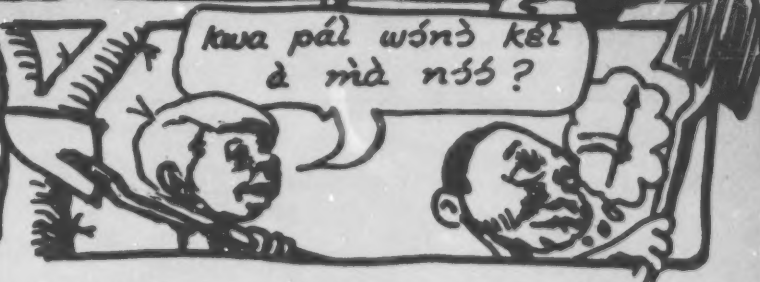
Student 2 (to Student 1): ná lì loo kpálàna wéé.

(to Student 3): lé ué í kè naa?

Student 3 (to Student 2): ná tóúlóò ylà.

(to Student 4): í tóúlóò ylà lé mcní mà?
etc.

Try to make one topic change naturally into another. In this way you will avoid repetitions.



D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Slàfá and Tom go back to the farm to pile up the debris into mounds.

Slàfá:	kú lí kpálàṅa kú tíf mà té!	Let's go to the farm to clean up the debris!
Tom :	kú tíf kè à ḡánáá wéé, ḡá fíf kpéél!	We worked so hard yesterday. I'm tired.
Slàfá:	kú fé páí túál naa áá.	We won't stay too long today.
Tom :	oowél, ḡaa páí ḡa seye pòlòí tóóí má!	Yes, I'm going to put on my old clothes.
Slàfá:	Ẹ̀é, ḡá í mà kpóṅfí.	Yes, I'll wait for you.
Tom :	kwaa páí wónó kèí à mà nńó.	Will we get dirty again?
Slàfá:	nyàà, yaa mù, 'í kè kpálàṅa tíf kè!	There you go again with that! And you say you're going to work on a farm yet!

USEFUL EXPRESSIONS

táí káá í yél?	Do you have time?
féé ḡá lí.	I must go.

GRAMMAR POINTS AND DRILLS

1. Moving Slot Drill

Teacher

hálòṅ kétéi
hcnfi
léléi

Student

hálòṅ kétéi.
hcnfi kétéi
hcnfi léléi

1. sulòṅ lóṅ

6. kétéi

11. nyómó

2. kpákpá

7. kálòṅ wò hcnfi

12. kétéi

3. nyómó

8. léléi

13. ḡá seyei

4. kálòṅ

9. kpákpá

14. f leei

5. kwéyá

10. hálòṅ wò molii

15. léléi

2. Question-Response Drill

Answer all questions with "tomorrow."

Teacher

hcnfi kété káá lfi dùkso?
hálòṅ kpákpá káá mál mfi?

Student

hcnfi kété a pái lfi tínáá.
hálòṅ kpákpá a pái mál mfi tínáá.

1. sulòṅ lóṅ káá tfi kfi bfi?

7. sulòṅ kété káá hooi wóló?

2. tisái lélé káá lfi nyál lá?

8. hân kété káá mál mfi?

3. hcnfi kété káá sua ḡlfi?

9. heei lélé káá ḡèl téei?

4. kálòṅ kpákpá káá lóḡól ḡá pó?

10. kálòṅ kwéyá káá kíré seyei?

5. hálòṅ nyómó káá nyfi bfi?

11. tisái nyómó káá seisêṅ mà?

6. hcnfi lóṅ lélé káá seye wáá?

12. hcnfi lélé káá pái loo kpálàṅa?

3. Transformation Drill
Make these sentences negative.

Teacher

ḡá káá pái mál ḡlílí.
í ncnfi lélí

1. w̃ molií a pái líí naa.
2. kálòḡ w̃ pélí kétéí.
3. ḡá n̄ḡ a pái B̄é
4. kwaa pái tùmáláá mfi.
5. daa pái ḡoóí wólól.
6. šulḡḡ w̃ gbuúí kwéyál.
7. ḡcnfi w̃ seyei lélí.

Student

ḡá fé pái mál ḡlílí.
í ncnfi fé lélí ní.

8. í Bolíi nyómóí
9. ḡá ncnfi kpákpái.
10. yaa pái tíí kélí B̄é.
11. kwaa pái ḡoóí wólól.
12. a pái šeyei lélí wáál.
13. t̄is̄ai w̃ kòlòí kétéí.
14. kálòḡ w̃ s̄ḡkáúí káá naa.

15. šulḡḡ lóḡ kétéí w̃ leeí káá B̄é.

4. Chain Drill

Teacher : lé ué káá í yél?

Student 1 : pélí kétéí káá ḡá yél.
lé ué káá í yél?

Student 2 : ḡilā nyómó káá ḡá yél.

5. Chain Drill

Teacher : lé ué yaa kélí?

Student 1 : ḡaa pái seye wáál t̄ínáá.
lé ue yaa kélí?

Student 2 : ḡaa pái tùmáláá mfi t̄ínáá.

(Continue in this way with all the students in the class.)

6. Moving Slot Drill

Teacher

ḡaa mis̄ḡḡ mfi.
ḡá káá
lá mfi

Student

ḡaa mis̄ḡḡ mfi.
ḡá káá mis̄ḡḡ mfi.
ḡá káá lá mfi.

1. tùmáláá

6. kwélí

11. kpélí

16. ḡwáál

2. ḡaa

7. kpélí

12. yaa

17. káá

3. yíál

8. tóúlóó

13. í káá

18. ḡyíál

4. ḡlílí

9. yíál

14. seye yíál

19. lá mfi

5. wulo

10. yá

15. wáál

20. mfi

7. Transformation Drill
Substitute the object pronoun "it".

Teacher

ηαα λεγί wáái à kpóló.
a ηέλλί téél à gbà.

1. kwaa òuai ηίλί à wuló.
2. misêη séyé!
3. kálòη wò ncnfi káá seye wáái à nyéf.
4. ηαα kpóló mfi à yéí.
5. yaa tóúlóò kpéléí?
6. í leei a molòη wélíí?

Students

ηαα ηwáái à kpóló.
a téél à gbà.

7. ηά nân a leyii wáái à kpóló.
8. òulòη lóη a òoòí wólóí à kálí.
9. a manan téél à gbà.
10. lóη ncnfi a tùmáláá mfi à nyéf.
11. yaa Boli yíái à senkáú.
12. ηαα seye kúlái kpíííí òú.

8. Chain Drill

Use the general present followed by /à/ and a noun.

Teacher : yaa sua ηίλί à wuló?

Student 1: èc, ηαα ηίλί à wuló.
yaa seye wáái à kpóló?

Student 2: èc, ηαα ηwáái à kpóló.

(Continue in this way with all the students in the class.)

9. Response Drill

Answer negatively

Teacher

yaa seye wáái à wuló?
yaa misêη mfi à kálí?

1. yaa ηέλλί téé à yéí?
2. yaa tùmáláá ηίλί à gbuú?
3. yaa seye kulaí à kálí?
4. yaa misêη mfi à senkáú?
5. yaa tíí kél à yéí?
6. yaa ηίλί à kpííí?
7. yaa nyíái à tùmáláá?

Students

kpáà, ηαα ηwáái à kpóló.
kpáà, ηαα mfi à yéí.

8. yaa tóúlóò kpéléí à yéí?
9. yaa seye wáái à gbuú?
10. yaa líí gbàná à seisêη?
11. yaa téblé yíái à senkáú?
12. yaa misêη ηίλί à wuló?
13. yaa senðâ kwéléí à misêη?
14. yaa lóòóí kálòη pò à yéí?

15. yaa òoòí wólóí à kpóló?

10. Discrimination Drill

The teacher will pronounce a phrase. You answer /oowêi/ if the phrase contains the present perfect form of the verb. Answer, /kpáà/ if it does not.

Teacher

ḡaa lfi ðùkóó.
ḡaa lf ðùkóó.

Student

kpáà.
oowêi.

- | | |
|-------------------------|--------------------------------|
| 1. ḡaa lóñóì pòó. | 11. kwa káá tíí kél sáà. |
| 2. ḡá lòñò pòó. | 12. kwaâ tíí ké sáà. |
| 3. ḡaâ lóñó pòó. | 13. di kíré sèyè loo kpálàḡa. |
| 4. yaa sua mfi. | 14. daâ kíré séyé loo kpálàḡa. |
| 5. yaa mfi. | 15. di fáà mòlìí tée ḡá pòó. |
| 6. yaâ mfi. | 16. ka káá kòlòì téeì ḡá pòó. |
| 7. a misêḡ ḡlfi à yá. | 17. kaâ kòlòì tée kú pòó. |
| 8. aâ misêḡ nííí à yá. | 18. a ḡèlìí téeì à gbuû. |
| 9. kwaâ lf tótótà. | 19. aâ ḡooi wóló à kálì. |
| 10. kú fé lf nf tótótà. | 20. ḡaâ tíí ké kpálàḡa. |

11. Transformation Drill

Change from the simple past tense to the present perfect tense.

Teacher

ḡá lfi loo kpálàḡa.
è máì ḡlìí à wulo.

Students

ḡaâ lf loo kpálàḡa.
aâ máì ḡlìí à wulo.

- | | |
|---------------------------|--------------------------------|
| 1. í wóó tíí kè Bée? | 8. di kpólò kété kwèlè wée? |
| 2. í tùmàláá ḡlìí wée? | 9. í lfi pèlèl kété mù? |
| 3. è seye wáá wée? | 10. í pà loo kpálàḡa wée? |
| 4. è lòñò kálòḡ pòó? | 11. è lòñò ḡcnfi lélé pòó? |
| 5. kú ḡooi wòlò à kálì? | 12. è tíí kè ḡcnfi wò kpálàḡa? |
| 6. kú ḡèlì tée à gbuû? | 13. kú seye kùlà kpílii ñù? |
| 7. di mòlìí kété ylà wée? | 14. kú kùlà téebléi mà? |
| 15. í tíí kè à yéf? | |

12. Repetition Drill
Present perfect negative

Teacher

- ḡá fé ní pá ní Bě.
fé ní lóḡó ní kálòḡ pó.
1. í fé ní lí ní òùkóó.
2. kú fé ní pá ní òyál lá.
3. fé ní sɛḡkáú séyé ní.
4. di fé ní lóḡó ní tísái pó.
5. ḡá fé ní sɛḡdā míf ní.
6. ḡá leei fé ní pá ní Bě.
7. í nāḡ fé ní tíí kě ní naa.

Students

- ḡá fé ní pá ní Bě.
fé ní lóḡó ní kálòḡ pó.
8. wò ncníí fé ní seye wáá ní.
9. wò sulòḡ fé ní òuai míf ní.
10. nálòḡ kwéyál fé ní ḡèlì tée ní.
11. ncníí lélé fé ní òyál kpélé ní.
12. fé ní òmolíí kpákpa kwéle ní.
13. fé ní òmolíí kpákpa kwéle ní.
14. í fé ní í yéí wáá ní.

15. ḡá fé ní kpée ní.

13. Response Drill
Answer these questions in the present perfect.

Teacher

- tótó aā lí míf?
lé ué tótó aā òyál?
ḡbcē aā seye wáá?
1. yaā misēḡ séyé míf?
2. mùsú aā lí míf?
3. kaā pá míf?
4. lé ué yaā kwéle?
5. lé ué yaā òyál?
6. lé ué ncníí aā míf?

Students

- tótó aā lí òyál lá.
tótó aā Boli yál.
tótó aā seye wáá.
7. ḡbcē aā òcòí wóló?
8. ḡbcē aā káràì tée?
9. ḡbcē aā òaḡei wóló?
10. kálòḡ aā lí míf?
11. ḡbcē aā tíí kě Bě?
12. lé ué kwaā kě?

14. Response Drill
Answer these questions negatively.

Teacher

- yaā seye kula kpólò sū?
í leye aā lí lóo kpálàḡa?
1. yaā kòlòí ḡí yál?
2. yaā wóó wulo kpélé?
3. yaā wóó nyíí kḡḡḡ ḡí mà?
4. yaā tíí kě kálòḡ wò kpálàḡa?
5. yaā lóḡó ncníí kḡyá pó?
6. yaā wóó lí òùkóó?

Students

- ḡá fé ní seye kula ní kpólò sū.
ḡá leye fé ní lí ní lóo kpálàḡa.
7. í nāḡ aā pá Bě?
8. í ncníí aā seye yál?
9. í tísái aā tùmáláá míf?
10. í sulòḡ aā sua ḡlíí?
11. í leye aā lóḡó ḡá pó?
12. í leei aā sɛḡkáú tée í pó?

15. Repetition Drill
Comparative adjectives

Teacher

- ḡá k     t   m  .
  k     t   k     m  
1. k   l     t   d  .
 2. k     t   m  .
 3.   ny     t     leyei m  .
 4. ḡ  n   k     t     n   m  .
 5.   tis   l     t   y  .

Students

- ḡ  k     t   m  .
  k     t   k     m  .
6. ḡ  kp     t   m  .
 7. k     t   m  .
 8. w  n    l     t   ḡ  leei m  .
 9.   k     t   m  .
 10. ny     t   m  .

16. Transformation Drill
Produce comparative sentences

Teacher

- ḡ  k          f  k    n  
  l       lee f  l    n  .
1.   k    .      f  k    n  .
 2. ḡ  k    . tis   f  k    n  .
 3.     . k     f  l    n  .
 4.   kp    . sul   l   f  kp     n  .
 5. ḡ  ny    .      f  ny     n  .

Students

- ḡ  k     t        m  .
  l     t     lee m  .
6. k    .      f  k    n  .
 7.   k    .   leei f  k    n  .
 8. ny    . w  n    f  ny    n  .
 9.      kp    . w  sul   f  kp     n  .
 10. ḡ  l    . ḡ  leye f  l    n  .

17. Repetition Drill
Use the question word, "which?"

Teacher

- n     n    k  t ?
tis  n    k   l   gb   ?
1. n    n    k  ḡ ?
 2. n    n      p   mis   ḡ   ?
 3. n    n          m  ?
 4. k    n      seis   y  ?
 5. sul   l   n      l      l ?

Students

- n     n    k  t ?
tis  n    k   l   gb   ?
6. tis  n      l      p ?
 7. n    n       t   k    ?
 8. y   k    n    k   ?
 9.    seye n    w  ?
 10. daa p   mis   n    ḡ   ?

18. Chain Drill

- Teacher : ncnfi káá misêŋ yíáí.
Student 1 : ncnfi nénè ká tí?
Student 2 : ñcnfi kété ká tí.
Teacher : náíóŋ káá nyíí kpin mà.
Student 3 : náíóŋ nénè ká tí?
Student 4 : ñáíóŋ kwéyá ká tí.

(Continue in this way with the sentences below.)

1. kálòŋ káá lóŋóí òó.
2. ncnfi káá seye wááí.
3. tisâ káá kírè séyéí.
4. sulóŋ lóŋ káá tùmáláá mfi.
5. ñcnfi lóŋ káá tíí kélí pélélí mù.
6. ñáíóŋ káá tóúlóó kpélélí.
7. ncnfi káá seye kwélélí.
8. tisâ káá kòlò kááí.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

ffèt ná lf means literally "unless I go!" The implication, however, is that one must go.

A FEAST

In Liberia, many occasions are celebrated with a pelê, or feast. The harvest, a birth, a death, the termination of Bush School, a national holiday, -- all of these events warrant a celebration. Many a large feast is given by a chief, a commissioner, or a county superintendent. The gatherings are usually large, with fifty to several hundred people present.

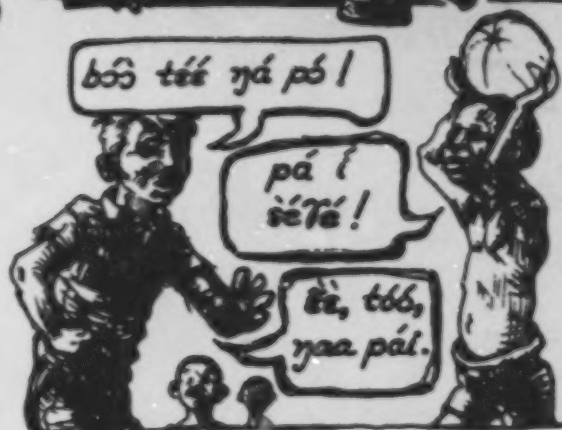
The preparation for a large feast may take a whole month. The men will butcher the cows, goats, sheep, deer, or whatever meats are to be served, and a special committee of women will prepare such foods as palm butter, cassava leaf, dumboy, soup, sauce, and púá rice. (This is a combination of rice cooked with greens, such as okra, and mixed with peppers and other spices.) Many kinds of drinks are served, ranging from bayókó, a distilled cane juice, to imported gin.

The feast begins early in the day and may last throughout the night. Singers, musicians, drummers, snake dancers, country devils, and other entertainers will perform all day and night. Friends, relatives, neighbors, and well-wishers come from near and far to attend the feast where everyone is welcome.

CARTOONS

A. Your instructor will read the cartoon strip for you twice. Repeat after him the second time. After this he will explain the new words to you so that you can write them in your notebook. The class will then go through the dialogue in the strip at least twice. After this, the instructor will call on several people at a time to read the strip, each one taking a different part.

B. The instructor will divide up the class into groups of three or four people. Each group will create a new dialogue for the cartoon strip and present it before the class. Try to follow the sense of the pictures as well as you can. See which group can make the best dialogue.







DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom and Slàfá have finished their work on the farm. They want to get cleaned up before going back to town.

- | | | |
|--------|---|---|
| Tom : | nn̄, t̄f̄ è kèlèn à n̄l̄l̄, kwā kpéé à m̄f̄l̄! | Well, the burning went very well, we've really fin'ished quickly. |
| Slàfá: | èè, naa ñw̄l̄l̄ ñá wáá. kú lí ñyál lá! | Yes, I want to wash up. Let's go to the water-side. |
| Tom : | ñá p̄l̄l̄ ñyál s̄ú? | Should I jump in the water? |
| Slàfá: | kpáà, mùsú a p̄l̄ í yál k̄s̄l̄ é lí là ñwààkónà? s̄ú. | No, Musu will dip your water and take it to the bath kitchen. |
| Tom : | wààkpólò ká b̄? | Is there any soap here? |
| Slàfá: | èè, nya ká ñí. s̄éyé! | Yes, here it is. Take it! |
| Slàfá: | yā kpéé wáál kwa p̄l̄ líl̄ síásíá m̄à. | When you're finished bathing we'll go for a walk. |

USEFUL EXPRESSION

ñá fé s̄c̄ kéléé m̄f̄ ní.

I haven't eaten anything.

í kp̄s̄ m̄c̄n̄ ká t̄f̄!

That's your own business!

GRAMMAR POINT

Old Pattern: ɲá káá lɪl tótótà.

I am going to tótótà.

New Pattern: ɲá kè lɪl tótótà.

I was going to tótótà.

The past progressive tense is formed in the same way as the present progressive.

Instead of /káá/, use /kè/, the past tense of the verb "do, make."

Remember to use the subject pronoun /è/ with the third person singular when there is a noun subject.

ɲɛnɪi káá kiɛŋ ɲɪlɪl à wulo.

The woman is cooking pepper with palm oil.

ɲɛnɪi è kè kiɛŋ ɲɪlɪl à wulo.

The woman was cooking pepper with palm oil.

1. Repetition Drill

Teacher

ɲá kè lɪl loo kpálàŋa.
kálonɔ wɔ ɲɛnɪi è kè seye wáál.

1. í kè manɔ kwélél wée.
2. kè Boli yáál kpálàŋa wée.
3. ɲá kè máál yáál kpálàŋa wée.
4. tísáí wɔ ɲɛnɪi è kè manɔ ɲɪlɪl wée.
5. í kè misɛŋ mɪl wée.

Student

ɲá kè lɪl loo kpálàŋa
kálonɔ wɔ ɲɛnɪi è kè seye wáál.

6. kú kè ɲooi wólóí wée.
7. ɲá nāŋ è kè tóúlóó kpélél wée.
8. kè nyɪl kpɪŋ mà.
9. ka kè kárà téeí wée.
10. ɲá kè lóŋóí pɔ ɲele wíí šú.

2. Transformation Drill

Change these sentences from the present to the past continuous, use /wée/.

Teacher

ɲá káá seisɛŋ yáál.
ɲeei wɔ sulɔŋ káá lɪl pélél lá.

1. ɲá káá ɲwáál à kpóló.
2. zíná káá pál pélél lá.
3. šulɔŋ káá ɲolii kwélél.
4. gefóló káá tée mɪl.

Student

ɲá kè seisɛŋ yáál wée.
ɲeei wɔ sulɔŋ è kè lɪl pélél lá wée.

9. ɲeei káá seye wáál.

NEW VOCABULARY

séf	sit
tóó	stand
láf	lie

3. Repetition Drill

Teacher

ḡá kè sél séísēḡ mā.
í kè láál kplḡ mā.

1. dí kè tóóí ḡoóí mā.
2. mùsú è kè sél ḡoóí mā.
3. ḡá kè tóóí pélélí kwèlè.
4. í kè láál ḡoóí mā.
5. dí kè tóóí kòlòpélélí kwèlè.

Student

ḡá kè sél séísēḡ mā.
í kè láál kplḡ mā.

6. ḡcnfi è kè sél seisēḡ mā.
7. ḡcnfi wò sulḡ è kè sél ḡoóí mā.
8. ḡcnfi kpákpá à kè sél kplḡ m.
9. ḡcnfi kpákpá à kè sél kè sél kplḡ mā.
10. ḡá kè sél seisēḡ mā.

4. Response Drill

Teacher

lé ué í kè kél éé?
lé ué í kè kél wéé?

Verbal Cue

séf
tóó

Students

ḡá kè sél pélélí mù wéé.
ḡá kè tóóí pélélí kwèlè wéé.

(Continue in this way with each student, providing verbs as verbal cues.)

- | | | | | |
|--------------|------------|--------|-------------|---------|
| 1. láá | 3. tóó | 5. séf | 7. seye wáá | 9. láá |
| 2. manan mfi | 4. tée mfi | 6. láá | 8. tóó | 10. séf |

5. Substitution Drill

Teacher

kè tóóí kpálàḡa
tíf kél

Students

è kè tóóí kpálàḡa
è kè tíf kpálàḡa

- | | |
|--------------------|------------------------|
| 1. nyfi | 8. láál |
| 2. lá mfi | 9. seye wáál pélélí lá |
| 3. sél loo kpálàḡa | 10. tée mfi |
| 4. ḡyíál | 11. tùmàláá |
| 5. kwélélí | 12. nyéé |
| 6. lóḡól í pó | 13. kpóló |
| 7. líí | 14. í pélélí lá |

15. ḡá

GRAMMAR POINT

Old Pattern: ɲá kɛ lɪl naa wɛɛ. I was going there yesterday.
 New Pattern: ɲá fé kɛ ní lɪl naa wɛɛ. I wasn't going there
 yesterday.

In this case, merely treat the verb /kɛ/ as a simple past negative. Remember, when a verb is between /fé/ and /ní/ it retains its original mid or high tone.

f pà ɛɛ sáà. You came here today.
 f fé pá ní ɛɛ sáà. You didn't come here today.

6. Repetition Drill

Teacher

ɲá fé kɛ ní tɔɔl naa.
 fé kɛ ní tɪf kɛl wɛɛ.

1. fé kɛ ní ɛɛl yɪl ɛɛ.
2. f fé kɛ ní tɪf kɛl wɛɛ.
3. ɲɛnɪ fé kɛ ní sɛl ɲɔɔl mà.
4. mɔmɔɔ fé kɛ ní lɪl tɔtɔtà.
5. ɲá ɲɛnɪ fé kɛ ní tɛɛ ɲɪlɪ.

Students

ɲá fé kɛ ní tɔɔl naa.
 fé kɛ ní tɪf kɛl wɛɛ.

6. f fé kɛ ní manɔ tɛɛl pɔ.
7. di fé kɛ ní nyɛɛ kwɛlɛl.
8. ɲá fé kɛ ní tɔɔl ɛɛ.
9. kú fé kɛ ní sɛl naa.
10. f fé kɛ ní láál kɪɲa.

7. Response Drill

Answer the following sentences negatively with /kpáà/.

Teacher

f kɛ nyɪl kɪɲa wɛɛ?
 f kɛ láál ɲɔɔl mà wɛɛ?

1. f kɛ sɛl ɲɔɔl mà wɛɛ?
2. f kɛ ɲɔɔl wɔlɔl wɛɛ?
3. f kɛ tùmáláá ɲɪlɪl wɛɛ?
4. f kɛ láál káràl mà wɛɛ?
5. f kɛ lɔɲɔl ɲɔ leeɪ pɔ wɛɛ?

Students

kpáà, ɲá fé kɛ ní nyɪl kɪɲa wɛɛ.
 kpáà, ɲá fé kɛ ní láál ɲɔɔl mà wɛɛ.

6. f kɛ seye wáál wɛɛ?
7. f kɛ tùmáláá tɛɛl wɛɛ?
8. f kɛ lɔɲɔl kálɔɲ pɔ wɛɛ?
9. f kɛ kɔlɔ yɪl wɛɛ?
10. f kɛ tɔɔl kálɔɲ kwɛlɔ wɛɛ?

8. Chain Drill

Teacher : lé ué f kè kél wéé?

Student 1 : ná kè lfi dùkó.
f kè lfi dùkó wéé?

Student 2 : kpáà. ná fé ké ní lfi dùkó wéé.
f kè dùkó wéé?

Student 3 : kpáà, ná kè tíf kél loo kpálàna wéé.

9. Moving Slot Drill

Teacher

láfí kplá wéé.
sél

Students

láfí kplá wéé.
sél kplá wéé.

- | | |
|------------------|---------------------|
| 1. pélélí mù | 11. lfi loo kpálàna |
| 2. tóóí | 12. òòóí wólólí |
| 3. fé ké ní | 13. f kè |
| 4. nyíí | 14. lóhólí ná pó |
| 5. lá míí | 15. sama téélí |
| 6. ná kè | 16. fé ké ní |
| 7. seye wááí | 17. nyíí káràí mà |
| 8. tùmáláá nílíí | 18. pélélí mù |
| 9. fé ké ní | 19. sél |
| 10. sél | 20. tíf kél |

10. Transformation Drill

Change these statements to the negative

Teacher

ná kè lfi naa wéé.
kálòṅ è kè sél òòóí mà

Students

ná fé ké ní lfi naa wéé.
kálòṅ fé ké ní sél òòóí mà.

- | | |
|------------------------------|-------------------------------|
| 1. f kè molòṅ yíáí wéé. | 8. f kè tíf kél kpálàna. |
| 2. dí kè seye wááí wéé. | 9. hálòṅ è kè ṇèlì téélí wéé. |
| 3. kè tóúlóló kpélélí wéé. | 10. nenílòṅ è kè kíré séyéí. |
| 4. ná nāṅ kè láfí kplá. | 11. zinā è kè lfi dùkó wéé. |
| 5. mùsú kè tóóí loo kpálàna. | 12. ná kè Bolí kwélélí wéé. |
| 6. kú kè manāṅ nílíí wéé. | 13. wó leeí è kè nyíí wéé. |
| 7. kè lóhólí ná neníí pó. | 14. kè láfí pélélí mù. |
| 15. tísáí è kè tóóí òòóí mà. | |

GRAMMAR POINT

Old Pattern:	ḡá kè lá mfi.	f kè nyfi.	I was eating. You were sleeping.
New Pattern:	ḡá kè lá mfi táí	f kè nyfi.	I was eating while you were sleeping.

The word /táí/, means. "while, at the time that, when."
As in the pattern above, it may connect two sentences.

ḡá pà é táí è kè ḡwúfí téél.

I came here while he was cutting down trees.

Similarly, you may use it to begin a sentence:

táí è kè é, kú kè lóḡól kálòḡ pó.

While he was here, we were talking to the chief.

táí kú kè líl dùkó, ḡá kali kàà.

While we were going to Monrovia, I saw a snake.

11. Repetition Drill

Teacher

ḡá káá líl tótótà táí f kaa tíf kél.

ḡá kè líl dùkó táí f kè tíf kél.

1. táí ḡá káá tíf kél, káá nyfi.

2. f kè líl loo kpálàḡa, táí ḡá kè seye wááí.

3. f kè lá mfi, táí, ḡá kè tíf kél.

4. è kè tíf kél, táí ḡá fé ké ní tíf kél.

5. káá nyfi kpíḡa, táí ḡá káá nyfi káràí mà.

6. káá líl fríàlá, táí ḡá káá kòlòpélélí lá.

7. káá líl fríàlá, táí, ḡá káá kòlòpélélí lá.

8. táí ḡá kè ḡííí, kú kè lóḡól.

9. táí ḡá kè ḡííí, ḡá kè nyfi.

10. táí f kè tíf kél, ḡá kè tóúlóò kpélélí.

12. táí f kè lóḡól, ḡá kè seye wááí.

Students

ḡá káá líl tótótà táí f káá tíf kél.

ḡá kè líl dùkó táí f kè tíf kél.

12. Completion Drill

Complete these partial sentences using the teacher's verbal cues.

Teacher	Cue	Students
káá seye wáál tál	nyíl	káá seye wáál tál ná káá nyíl.
ziná káá tíf kél tál	lónól	ziná káá tíf kél tál ná káá lónól í pó.
è kè nyíl tál	tíf kél	è kè nyíl tál ná kè tíf kél.
1. káá òòí wólól tál	nyíl	
2. í káá nyíl tál	ńííl	
3. tál í káá nyíl	tíf kél	
4. káá tíf kél tál	míl	
5. tál káá tíf kél	líl gbánà	
6. è kè tíf kél tál	lónól ná pó	
7. tál è kè tíf kél	nyíl	
8. ziná káá lónól tál	tíf kél	
9. tál mùsú káá seye wáál òòí wólól		
10. ná òòí wólól tál	ńííl	
11. kálòṅ káá lá míl tál	ńííl	
12. òcńí è kè nyéé kwélel tál	lónól	

GRAMMAR POINT

Old Pattern: ná káá tíf kél kpálàṅa.

I am working on the farm.

New Pattern: ná káá náí tóóí péléí mà.

I am looking at the house.

Literally, /náí t'/' means "stop eye." Like /tíf kél/ "to work", this type of verb is composed of a noun and verb. Here are two more verbs of this type:

ffí tóó to rest

náa ńwéílí ná ffí tóó. I want to rest.

wólí tóó to listen

káá wólí tóóí kálòṅ mà. He is listening to the chief.

NEW VOCABULARY

náí tóó look at (literally: stop eye ...)

wólí tóó listen to (literally: stop ear...)

ffí tóó rest

13. Repetition Drill

Teacher

ḡá kè ḡáf tóóì pèlèlì mà.
è kè wólf tóóì.

1. è kè ḡáf tóóì ncnfi mà.
2. è kè wólf tóóì ñálóng mà.
3. ḡá káá fff tóóì.
4. í kè fff tóóì káràì mà.
5. í kè ḡáf tóóì ḡilâ mà.
6. dí kè wólf tóóì kálòḡ mà.
7. dí kè fff tóóì ḡele wíf àḡ.

Students

ḡá kè ḡáf tóóì pèlèlì mà.
è kè wólf tóóì.

8. ñcnfi è kè wólf tóóì wó sulòḡ mà.
9. ḡá káá ḡáf tóóì nḡa mà.
10. ḡá káá wíf tóóì.
11. ḡá kè fff tóóì káràì mà.
12. í kè fff tóóì kplḡa.
13. káá ḡáf tóóì kpílì ḡí mà.
14. kú káá wólf tóóì tísâì mà.
15. wó ḡâḡ káá fff tóóì pèlèlì mù.

14. Response Drill

Answer these questions with the new vocabulary words.

Teacher

lé ué í káá ḡáf tóóì mà?
í káá fff tóóì mí?

1. lé ué í káá wólf tóóì mà?
2. lé ué í káá ḡáf tóóì mà?
3. í káá fff tóóì mí?
4. lé ué ñcnfi káá wólf tóóì mà?
5. lé ué ḡilâ è kè wólf tóóì mà?
6. lé ué ñálóng káá ḡáf tóóì mà?

Students

ḡá káá ḡáf tóóì mà.
ḡá káá fff tóóì seisèḡ mà.

7. lé ué ḡilâ è kè wólf tóóì mà?
8. ñcnfi lèḡ è kè fff tóóì lé mcnì mà?
9. lé ué tom káá ḡáf tóóì mà?
10. lé ué zinâ è kè wólf tóóì mà?
11. lé ué mùsú káá ḡáf tóóì mà?
12. ḡefóíó è kè fff tóóì mí?

15. Response Drill

Use /tǎi/ in the answer.

Teacher : lé ué f kè kǎi tǎi nǎ kè wólf tǔǔl mà?

Students : tǎi f kè wólf tǔǔl mà, nǎ kè kiēn nǎfǎ.

Teacher : lé ué f kè kǎi tǎi nǎ kè nǎf tǔǔl kǎlǒn mà?

Students : tǎi f kè nǎf tǔǔl kǎlǒn mà, nǎ kè lǒhǒi hǎnfǎ pǒ.

1. lé ué f kè kǎi tǎi nǎ kè fǎf tǔǔl?
2. lé ué f kè kǎi tǎi nǎ kè nǎf tǔǔl tǎisǎi mà?
3. lé ué f kè kǎi tǎi nǎ kè wólf tǔǔl mà?
4. lé ué f kè kǎi tǎi nǎ kè nǎf tǔǔl Bǒli mà?
5. lé ué f kè kǎi tǎi nǎ kè fǎf tǔǔl kǎràl mà?
6. lé ué f kè kǎi tǎi nǎ kè wólf tǔǔl kǎlǒn mà?
7. lé ué f kè kǎi tǎi nǎ kè fǎf tǔǔl kǎlǎ?
8. lé ué f kè kǎi tǎi nǎ kè nǎf tǔǔl seiscēn mà?
9. lé ué f kè kǎi tǎi nǎ kè nǎf tǔǔl hǎnfǎ mà?
10. lé ué f kè kǎi tǎi nǎ kè nǎf tǔǔl kǎlǒn mà?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

COUNTING MONEY

In Liberia, both national and American currencies are legal tender. The first Western money used there was British and some terms still survive. For example, the Kpelle words for "pound" and "shilling" are páù and sélèñ. Nowadays, a páù is worth four dollars, and a sélèñ, twenty cents.

Traditionally, the Kpelle, like other tribes of the West African forests, used a form of money called kweli ñílf, or "tied iron." These were twisted short, iron rods, known as "iron money" or "kissi pennies", (the value of which was fixed by the elders of the pórsó)

Here are the denominations in use today:

<u>kápà tònò</u>	penny (ie, one copper)
<u>kápà feelc</u>	two cents (this is the same size as the fifty-cent piece.)
<u>fón</u>	five-cent piece
<u>náf</u>	ten-cent piece
<u>eitfi</u>	fifteen cents

This only indicates an amount, it is not a coin. One of the early British coins used in Liberia was the half-penny, or one twenty-fourth of a shilling. Since the shilling was worth twenty cents, at that time, three-fourths of that amount, or eighteen half-pennies were worth fifteen cents. Thus, eitfi (eighteen) means fifteen cents.

<u>kwàrà</u>	quarter
<u>sélèñ feelc náf</u>	fifty cents (ie., two shillings = 40 cents + ten cents.)
<u>dàálà</u>	dollar

An alternate way of indicating a dollar is sélèñ lóólú, or five shillings.

BARGAINING

Imagine you are all in a Kpelle market place. Student 1 will turn to Student 2 and ask:

yaa tée kwélfí nēclu?

Student 2 will give him a price. If the price is right, Student 1 will answer:

ĕc, ná fáá mà.

If it is too high, he will answer, 35 kētfí bōōlō!

Then Student 2 will turn to Student 3 and ask about another item:

yaa mōlō kwélfí nēclu?

Continue with this until everyone has bought and sold something. Vary the items and prices as much as possible.



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Slàfá, Tom, and Mùsú enjoy a "ride" back to town.

Slàfá: lè ué kèlèn kčí?	What's wrong with the car?
Man : ná fé kólóŋ. è kpilà sáá. (in car)	I don't know, it stopped running.
Slàfá: ka káá líl mí?	Where are you going?
Man : kú káá líl pólù máímù.	We're going back to Maimu.
Slàfá: kwa í kélén tùàn, yaa pái lí là kwa?	If we give your car a push, will you take us along?
Man : ɛ̀c, ka kpóŋ ná!	O.K! Help me!
Slàfá: ka ló kélén ɛ̀u ka sɛ́!	Get in the car and sit down!
Tom : ka sɛ́ à nɛ́lɛ́ ná kélén túsŋ!	You people sit down, I'll push.
Slàfá: oowéí!	Alright.

USEFUL EXPRESSIONS

lí í náí tóó ná!
í fé kííŋá sáá!

go and look at it!
Don't worry!

1. Moving Slot Drill

Teacher

f kè lfi gbàná wéé.
pál
loo kpálàna
séi

Students

f kè lfi gbàná wéé.
f kè pál gbàná wéé.
f kè pál loo kpálàna wéé.
f kè séi loo kpálàna wéé.

- | | | |
|-------------|------------|-----------------|
| 1. pèlèl mù | 5. tóóí | 9. séi |
| 2. tff kèl | 6. séi | 10. seisèŋ mà |
| 3. fff tóóí | 7. láál | 11. tóóí |
| 4. kàràì mà | 8. kpìŋ mà | 12. pèlèl kwèlè |

2. Response Drill

Teacher

lé ué f kè kèl wéé?
lé ué f kè kèl wéé?

Students

há kè manan mfi wéé.
há kè tff kèl kpálàna wéé.

(Ask each student this question. The following verbal cues may be used.)

- | | |
|----------------------|-----------------------|
| 1. láál Bè | 7. tff tóóí kàràì mà |
| 2. seye wáál | 8. wólf tóóí kàràì mà |
| 3. kpóló qílfí | 9. háf tóóí kòlò mà |
| 4. òòoi wólól à káíí | 10. tff kèl kpálàna |
| 5. sañe wáál à kpóló | 11. misèŋ lélè yfáí |
| 6. misèŋ qílfí | 12. lóhóí f pò |

3. Response Drill

Answer in the past progressive

Teacher

lé ué f kè kèl tál há lí dùkóó?

Students

há kè nyíí pèlèl mà.

(Ask this question of each Student. Use the Verbal cues from the previous exercise if necessary.)

4. Chain Drill

Alternate questions and answers.

Teacher : lé ué í kè kél táí ná nyíí?

Student 1 : ná kè sua nílíí.

Student 2 : í kè líí lóo kpálàna?

Student 3 : kpáà. ná fé ké ní líí lóo kpálàna.

(Repeat this chain of questions and answers with the entire class. The teacher may prompt with the verbal cues given below.)

1. lóhóí kálòŋ pó

4. yá kúlál leyi sù.

2. nèlíí téél à gbuú

5. láál kpíŋa

3. misêŋ nílíí à wulo

6. molii yáál

GRAMMAR POINT

Old Pattern: táí ná kè tóúló kpélél, í téé feelé mfi.

While I was drinking palm wine, you ate two chickens.

New Pattern: táí ná kpèè tóúló kpélél, í téé feelé mfi.

After I drank palm wine, you ate two chickens.

The verb /kpéé/ "to finish" is used with /táí/ to translate English "when" or "after."

táí í kpèè nyíí, ...

According to the context, this might be translated variously as:

When you were finished sleeping, ...

or

After you slept, ...

or

After you had slept, ...

5. Repetition Drill

Teacher

tǎi ná kpèè lfi ñyáí lá, ná lá mfi.
tǎi è kpèè tff kǎi, è nyíí

Students

tǎi ná kpèè lfi ñyáí lá, ná lá mfi.
tǎi è kpèè tff kǎi, è nyíí.

1. tǎi di kpèè nyíí, di tff kǎi.
2. tǎi mùsú è kpèè tff kǎi, è fff tǒǒ.
3. tǎi ná kpèè manan ɲííí, ná ñeyii wàà.
4. tǎi í kpèè tff kǎi, í lí fríàlá.
5. tǎi kú kpèè fff tǒǒ. kú tff kǎi.
6. tǎi kwa kpèè lóǹóí, kwa lá mfi.
7. tǎi è kpèè ñooi wóííí, è fff tǒǒ.
8. tǎi zinā è kpèè seye wááí, è tǎí ɲííí.
9. tǎi è kpèè wúlú tǎíí, è ñooi wòlò.
10. tǎi ná kpèè ñeyii wááí, ná seye wàà.
11. tǎi tom è kpèè tff kǎi, è lòǹò kú pǒ.
12. tǎi í kpèè seye wááí, í lí taai ʒú.

6. Completion Drill

Make sentences from the following groups of words and verbal cues.

Teacher

tǎi è kpèè seye wááí
tǎi ná kpèè tff kǎi

Verbal Cue

láá kpíɲa
tóúíóó kpélé

Students

tǎi è kpèè seye wááí, è láà kpíɲa.
tǎi ná kpèè tff kǎi, ná tóúíóó kpélè.

- | | |
|----------------------------|-------------|
| 1. tǎi è kpèè fff tǒǒ | tff kǎi |
| 2. tǎi ná kpèè pííí | seye wáá |
| 3. tǎi di kpèè tff kǎi | fff tǒǒ |
| 4. tǎi kwa kpèè ñooi wóííí | lá mfi |
| 5. tǎi ná kpèè wúlú tǎíí | fff tǒǒ |
| 6. tǎi ná kpèè lóǹóí | tff kǎi |
| 7. tǎi kwa kpèè tff kǎi | lí pǎííí lá |
| 8. tǎi è kpèè seye wááí | mííí ɲííí |
| 9. tǎi di kpèè lóǹóí | pá ʒé |
| 10. tǎi è kpèè moloɲ ɲííí | tǎíí ɲííí |
| 11. tǎi ná kpèè fff tǒǒ | tff kǎi |
| 12. tǎi ná kpèè tff kǎi | lòǹò tom pǒ |

7. Response Drill

Answer the teacher's question.

Teacher

lé ué f kè táì f kpèè lá mfi?

lé ué f kè táì f kpèè lá mfi?

Students

táì ná kpèè lá mfi, ná òòòì wòlò.

táì ná kpèè lá mfi, ná tíf kè kpálàṅa.

(Ask this question of each student. Use the following cues if necessary.)

1. séf téblé mà

6. lí dùkóó

2. lóṅó òcnfi pò

7. Bolí kwéíé

3. seye wàà à yéf

8. fíí tóó kàràì mà

4. nyíí kpìṅa

9. òeyíí wáá

5. moloṅ yíá

10. lí kákátà

8. Chain Drill

Each student's answer depends on the previous answer.

Teacher : lé ué f kè táì f kpèè líí kòlò pélélí lá?

Student 1 : táì ná kpèè líí kòlòpélélí lá, ná kálí ylà.

Student 2 : táì ná kpèè kálí yíál, ná tíf kè kpálàṅa

Student 3 : táì ná kpèè tíf kél kpálàṅa, ná tùmáláá mfi

Student 4 : táì ná kpèè tùmáláá mfi, ná lí òyál lá

9. Completion Drill

Complete these sentences.

Teacher

táì ná kpèè tíf kél, ...

táì kálòṅ è kpèè lóṅólí ...

Students

táì ná kpèè tíf kél, ná lí pélélí lá.

táì kálòṅ è kpèè lóṅólí, òcnfi è seye wàà.

1. táì òcnfi è kpèè fíí tóólí

2. táì òálòṅ è kpèè òòòì wólólí

3. táì zinā è kpèè ṅlílí

4. táì ná kpèè tíf kél

5. táì è kpèè lóṅólí

6. táì kálòṅ è kpèè lá mfi

7. táì mùsú è kpèè seye wáálí

8. táì tom è kpèè ṅwúlílí téélí

9. táì ná kpèè òeyíí wáálí

10. táì è kpèè nyílí

10. Completion Drill

As in exercise 9, you will complete the sentence. This time, use the future tense.

Teacher

táí naa kpée tíf kél, ..

táí kálòṅ aá kpée lóḡól

1. táí ñcnfi aá kpée ṅfífi, ...
2. táí daa kpée míl, ...
3. táí kwaá kpée lóḡól, ...
4. táí yaá kpée kwéíléí, ...
5. táí naa kpée wólf tóól, ...
6. táí aá kpée tíf kél, ...
7. táí ziná aá kpée seye wáál, ...
8. táí tom aá kpée ñooí wóólól, ...
9. táí yaá kpée kóffé kpéíléí, ...
10. táí naa kpée fíf tóól, ...
11. táí kálòṅ aá kpée lóḡól, ...
12. táí kwaá kpée wólf tóól kálòṅ mà, ...

Students

táí naa kpée tíf kél, naa pál líl péíléí là.

táí kálòṅ aá kpée lóḡól ñcnfi a pál seye wáál.

11. Transformation Drill

Change these sentences into clauses with /táí/

Teacher

ṅá kè téeí kúlál kpíllí òú.

ñcnfi è kè seye wáál

1. ñálòṅ è kè tée páál
2. ṅá kè nyéé ṅfífi
3. è kè fíf tóól
4. í kè kòlò yíál
5. ñcnfi è kè ñeyíí wáál
6. ñcnfi lóṅ è kè ñyèkèí wáál

Students

táí ṅá kè téeí kúlál kpíllí òú, í kè tùmáláá míl.

táí ñcnfi è kè seye wáál, ṅá kè fíf tóól kpíṅa.

7. ṅá kè líl gbàṅá
8. è kè kírè séyéí pèléí mà
9. wò sulòṅ è kè líl kpálàṅa
10. ṅá kè tée míl
11. è kè Bolí kwéíléí
12. dí kè tóól pèléí kwèlè

12. Chain Drill

After answering a question, each person will use the second part of his answer to form the first part of his own question.

Teacher : tǎi f kpèè lá mfi, f lǐ taai sũ?

Student 1 : oowéi, tǎi ná kpèè lá mfi, ná lǐ taai sũ.
tǎi f kpèè lfi taai sũ, f lòhò kálòŋ pɔ?

Student 2 : kpáà, tǎi ná kpèè lfi taai sũ, ná fé lòhò ní kálòŋ pɔ.
tǎi f kpèè lòhòl kálòŋ pɔ, f pà Bɛ?

Student 3 : oowéi, tǎi ná kpèè lòhòl kálòŋ pɔ, ná pà Bɛ.
tǎi f kpèè pái Bɛ, f fff tɔɔ?

GRAMMAR POINT

Old Pattern: è ñǐlǐ à yá.

He cooked it with water.

New Pattern: è tíf kè à ñele saaua

He worked for three days.

The /à/, in this case precedes a specified time or period.

káá pái à ñálonŋ ní.

He is coming this month.

è pà à ñífnà.

He came recently.

/lé tǎi/ may also follow /à/. If it does, the construction comes at the end of the sentence:

f káá lfi fríalà à lé tǎi?

When are you going to Frialà?

lé tǎi f káá lfi fríalà?

NEW VOCABULARY

ñálonŋ month

ñífnà

13. Repetition Drill

Teacher

aâ seye wáá à ñífnà.

kú káá pái líí à ǵálón ǵí.

1. ǵá káá pái ñooi wólól à ǵele saaua.
2. wǝ ncnfi tǝfi ǵííí à ñífnà.
3. ñulón lón káá kírè séyéí à lé táí?
4. dí lòñò káílon pò à ǵele wíí.
5. kú káá pái líí loo kpálàṅa à ǵele náání.
6. aâ lí dükóò à ñúnà.
7. è kpèè misēṅ míí à ǵele wíí.
8. mùsú è kpèè wǝ tùmáláá ǵíííí à ǵele wíí.
9. tótó è kè dükóo à ǵele feelc.
10. ǵá kélàí è kè gbàṅá à ǵálón tònò.
11. é kpèè tíí kélí à lé táí?
12. dí kpèè tóúlóò kpélélí à lé táí?

Students

aâ seye wáá à ñífnà.

kú káá pái líí à ǵálón ǵí.

14. Substitution Drill

Teacher

ǵá tíí kè loo kpálàṅa à ǵálón
à ǵele saaua

Student

ǵá tíí kè loo kpálàṅa à ǵálón
ǵá tíí kè loo kpálàṅa à ǵele saaua

- | | | |
|-----------------|-----------------------|-------------------------|
| 1. à ǵele náání | 6. à ǵele wáá | 11. à ǵele wíí |
| 2. à ǵele wíí | 7. à ǵálón | 12. à ñífnà |
| 3. à ñífnà | 8. à ñífnà | 13. à ǵele puu |
| 4. à ǵálón tònò | 9. à ǵele lóólú mēndà | 14. à ǵele lóólú |
| 5. à ǵele wáá | 10. à ǵálón saaua | 15. à ǵálón lóólú feelc |

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

lɪ f ɲáf tɔɔ mə:

Go and take a look at it! Literally, this means,
"go you stop eye on it."

THE BODY

You have already learned the names of certain parts of the body. Here is a more expanded list:

<u>won</u>	head
<u>wólf</u>	ear
<u>sūa</u>	nose
<u>ɲáf</u>	eye
<u>lá</u>	mouth
<u>kɔɔ</u>	leg
<u>yéf</u>	hand
<u>won leyâ</u>	hair
<u>nyín</u>	tooth
<u>yéf gbuâ</u>	finger
<u>kwei</u>	stomach

After you have learned these, the instructor will call on one student at a time and name a body part. The student will respond with a sentence which contains the word.

Teacher's Cue Word

ɲáf

kɔɔ

won

Student (1, 2, 3 ...)

ɲaa káál à ɲáf.

ɲá lì máímɛ ɲá kɔɔ.

ʒulɔŋ wɔ won káá sólfɪ

SITUATIONS

Two people will come up before the class and act out the following situation:

Two friends meet on the street, greet each other, and talk for about three minutes. They tell each other what things they have just bought in the marketplace and how much they have paid for each item.

ANOTHER SAYING

This should help you to remember at least two body parts and one animal:

f yéí a kè kwéí lá f fàà kírè sèyè f kula naa.

"If your hand is in a leopard's mouth, you don't take it out too quickly!"

After repeating this several times, see if you can remember at least two proverbs in English which correspond to this one.

V

LESSON THREE



kwa kulai
kpálèngà!

tom
kòò?



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom has just pushed the car over the last hill outside of Máímù. Now he sees his charge deserting him.

Voice : núà, kwaâ séíí máímù!

My people, we have arrived in Máímù!

Tom : ó! kélén aâ ná lée?!

Oh! The car has left me?!

Voice : kélén è kè kú túá òlel mà!
(in car)

The car really delayed us on the road!

ó! í kè mà kwa Tom lée pólù?

Oh! you mean we've left Tom behind?

Mùsú : èè, Sìàfá, kú kélà ká tí téeí!

Oh, Sìàfá, there's our uncle going by!

Sìàfá : kú kíré séyé kú láá tí mà!

Let's hurry and greet him.

Sakí : Sìàfá, Mùsú, ka kulai mí?

Sìàfá, Mùsú, where are you both coming from?

Sìàfá : kwa kulai kpálàna!

We are coming from the farm!

Sakí : Tom kòò?

Where's Tom?

Sìàfá : tom ká tí páí. kú nèè pólù kélén túáníí.

There's Tom coming. We left him behind pushing the car.

USEFUL EXPRESSIONS

í tálé yéí!

You have good sense!

káá à twéya.

It is true.

GRAMMAR POINTS AND DRILLS

1. Repetition Drill

Use the past tense.

Teacher

ḡá ḡáí tǒǒ kǒlǒi mà.
 ǒulǒḡ lǒḡ è fíí tǒǒ kpíḡa.

Students

ḡá ḡáí tǒǒ kǒlǒi mà.
 ǒulǒḡ sǒḡ è fíí tǒǒ kpíḡa.

- | | |
|----------------------------|-----------------------------------|
| 1. è wǒlǐ tǒǒ ḡilâ mà. | 7. mùsú è wǒlǐ tǒǒ tom mà. |
| 2. di wǒlǐ tǒǒ nḡa mà. | 8. tom è wǒlǐ tǒǒ gefǒlǒ mà. |
| 3. ḡá ḡáí tǒǒ ḡenfi mà. | 9. gefǒlǒ è wǒlǐ tǒǒ mùsú mà. |
| 4. tom è ḡáí nǎlǒḡ mà. | 10. mùsú è wǒlǐ tǒǒ wǒ nḡa mà. |
| 5. zinâ è ḡáí tǒǒ tom mà. | 11. ḡenfi è fíí tǒǒ kǎrai mà. |
| 6. mùsú è ḡáí tǒǒ zinâ mà. | 12. ḡenfi lǒḡ è fíí tǒǒ kpíḡa mà. |

2. Substitution Drill

Teacher

kwaá ḡwǎlǐl kú fíí tǒǒ.
 kú wǒlǐ tǒǒ.

Students

kwaá ḡwǎlǐl kú fíí tǒǒ.
 kwaá ḡwǎlǐl í wǒlǐ tǒǒ.

- | | |
|----------------------|------------------------|
| 1. í fíí tǒǒ. | 7. í lí tǒtǒtǎ. |
| 2. ḡáí tǒǒ leyí mà. | 8. di lí frǎlǎ. |
| 3. lǒḡǒ í pǒ. | 9. tom è lí gbǎḡá. |
| 4. é tǐí kǎ kpǎlǎḡa. | 10. zinâ è tǎḡ ḡlǐl. |
| 5. kú kpǒḡǒ fíí tǒǒ. | 11. í fíí tǒǒ. |
| 6. ḡaa ḡwǎlǐl. | 12. è ḡáí tǒǒ Bolí mà. |

3. Response Drill

Answer the question, "what were you doing yesterday?" Use the verbal cues given by the teacher.

Teacher

lé ué í kǎ kǎl wǎḡ?
 lé ué í kǎ kǎl wǎḡ?

Cue

wǒlǐ tǒǒl
 fíí tǒǒl

Student

ḡá kǎ tǐsǎi wǒlǐ tǒǒl wǎḡ.
 ḡá kǎ ḡá kpǒḡǒ fíí tǒǒl wǎḡ.

- | | | |
|--------------|--------------|----------------|
| 1. ḡáí tǒǒ | 5. wǒlǐ tǒǒ | 9. líl ḡyál lí |
| 2. tǐí kǎ | 6. líl gbǎḡa | 10. ḡáí tǒǒ |
| 3. seye wǎál | 7. tǐí kǎ | 11. wǒlǐ tǒǒ |
| 4. ḡooi wǒlǒ | 8. lǒḡǒ | 12. fíí tǒǒ |

NEW VOCABULARY

dà	some, any
kélée	all
támáá	much, many
nú dà	someone ("some" + "person")
nú kélée	everyone
scɔdā	something
scɔ kélée	everything

13. Repetition Drill

Teacher

Boli kpákpá dà káá nú dà yéí.
nú kélée káá lfi loo kpálàga.

1. kálòṅ káá scɔdā wɛlfi.
2. yaa scɔ kélée wɛlfi lé mɛni mà?
3. è scɔdā tèt kálòṅ pɔ.
4. nú kélée di scɔdā tèt kálòṅ pɔ.
5. ñálòṅ tɛ è manɔ tamáá tée.
6. è kiɛṅ kélée ṅlil.

Students

Boli kpákpá dà kpákpá dà káá nú dà yéí.
nú kélée káá lfi loo kpálàga.

7. mùsú è misɛṅ tamáá ṅlil.
8. nú dà è ñyɛfi kélée mfi.
9. nú kélée di li ñyál lá
10. scɔ kélée káá pɛlɛl mù.
11. nú kélée káá ñwɛlfi di lɔṅ kálòṅ pɔ.
12. tɛfi kélée kɛ tɛl.

14. Moving Slot Drill

Teacher

gbuú náánf káá ṅá yéí.
dà

1. kwɛyá
2. nɛnfi kɛtɛ
3. kwɛlɛl
4. misɛṅ dà
5. yfál

6. misɛṅ kélée
7. sulɔṅ dà
8. kálòṅ dà
9. seisɛṅ dà
10. ṅá neei

Students

gbuú náánf káá ṅá yéí.
gbuú dà káá ṅá yéí.

11. ñeisɛṅ kélée
12. misɛṅ dà
13. káá nú dà yéí
14. káá nú kélée yéí
15. scɔdā

15. Response Drill

Answer these questions with /nú dà/ or /scɛdâ/

Teacher

lé ué yaa ɲɪlɪl à wulo?
gbcɛ káá lɪl dùkɔɔ?

1. lé ué yaa kʷɛlɪlɪ?
2. lé ué yaa tɛɛl à gbuu?
3. lé ué yaa kʷulai kɪpɪlɪ ɛu?
4. gbcɛ káá seye wáál?
5. gbcɛ káá lɪl tótótà?
6. gbcɛ ɲooi wòlò à káál?

Students

ɲaa scɛdâ ɲɪlɪl à wulo.
nú dà káá lɪl dùkɔɔ.

7. lé ué yaa ɲwɛlɪlɪ?
8. gbcɛ káá tɛɛ ɲɪlɪl?
9. lé ué f káá ɲɪlɪl?
10. gbcɛ è f Boli yàà?
11. lé ué f kʷɛlɪlɪ?
12. f lòɲò gbcɛ pɔ?

16. Response Drill

Answer these questions with /támáá/ or /dà/

Teacher

tɛɛ ɲɛclu káá Bɛ?
moloɲ ɲɛclu káá f yél?

1. ɲilâ ɲɛclu káá naa?
2. Bâ ɲɛclu káá f yél?
3. kòlò ɲɛclu káá tɛblɛl mɪ?
4. yaa manan ɲɛclu wɛlɪlɪ?
5. è misɛɲ ɲɛclu tɛɛ káálòɲ pɔ?
6. Boli ɲɛclu káá f yél?

Students

tɛɛ támáá káá Bɛ.
moloɲ dà káá ɲá yél.

7. è seye ɲɛclu wáà?
8. f kiɛɲ ɲɛclu sɛyè?
9. f káá kɪpɪl ɲɛclu wɛlɪlɪ?
10. wulo ɲɛclu káá f yél?
11. f nyɛɛ ɲɛclu káà ɲyál lá?
12. f nyɛɛ ɲɛclu mɪl?

17. Moving Slot Drill

Teacher

ɲá tɛɛ lɔɔlú kʷɛlɪl wɛɛ.
dà
támáá
yàà

1. Boli támáá
2. sua támáá
3. nú dà
4. sua kélɛɛ
5. manan
6. puu
7. dà
8. támáá
9. nú kélɛɛ
10. scɛdâ

Students

ɲá tɛɛ lɔɔlú kʷɛlɪl wɛɛ.
ɲá tɛɛ dà kʷɛlɪl wɛɛ.
ɲá tɛɛ támáá kʷɛlɪl wɛɛ.
ɲá tɛɛ támáá yàà wɛɛ.

11. zinâ
12. seye lɛlɛ dà
13. nyɛɛ
14. nyɛɛ náání
15. támáá
16. dà
17. tom
18. lɔɔlú mɛndà
19. kiɛɲ
20. támáá

GRAMMAR POINT

Old Pattern: nú dà è mál mfi.

Someone ate the rice.

New Pattern: nú dà fè mál mfi ní.

No one ate the rice.

Compounds like /nú dà/, /scɛ kéléé/, etc., may be translated into their negative English counterparts when used with the negative.

Affirm: ɲá scɛdâ yíá. I have bought something.

Neg. : ɲá fè scɛdâ yíá. I have bought nothing.

After /nú/, either /dà/ or /kéléé/ may be used with the negative. Notice the difference in emphasis:

nú dà fè pál lí. No one will go.

nú kéléé fè pál lí. Not a single person will go, no one at all will go.

18. Repetition Drill

Teacher

fè scɛdâ káál.

ɲá fè scɛdâ yíá ní.

1. nú dà fè pál lí dùkɔ.

2. kú fè scɛdâ yíá ní.

3. ɲá fè kòlò táamá yíá.

4. nú dà fè Bɛ.

5. misɛɲ kéléé fè ɲá yéí.

6. nɛnfi lélé táamá fè naa.

Students

fè scɛdâ káál.

ɲá fè scɛdâ yíá ní.

7. dí fáà Boli dà kwélé.

8. ɲá fè manɛ kéléé wélí.

9. nú kéléé fè lí ní kákátà.

10. nú dà fè niɲa táamá yíá ní.

11. zinâ fè seye kéléé wáál.

12. nyéé dà fè ɲálón kété yéí.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

TAKING A WIFE

In Liberia, a person may be married according to tribal or civil law. Both types of marriage are legally on a par with one another. Though, a man may only contract one marriage at a time under civil law, he may have two or more wives under tribal law.

In by gone days, a man would work for four years for his future father-in-law. Nowadays, he gives the money for the dowry to his bride's family. He will also give them something white such as cloth, a silver coin, or even a sheep or chicken. White symbolizes the purity of heart of the groom. After the betrothal, the families of the man and woman visit each other frequently and finally on the day of the marriage, they give a large feast for all their friends and relatives.

A LETTER FROM THE FARM

Everyone will write a two paragraph letter. You have been staying for several weeks on a farm near Fríàlà and now you are writing a letter to a friend of yours in Monrovia. You will want to tell him something about your surroundings and activities.

When you are finished, each person will read his letter before the class.

QUESTIONS AND ANSWERS

Student 1 will ask Student 2 a question. After answering it, Student 2 will ask of Student 3 another question based on the preceding answer. This might go something like this:

Student 1 : f lì mí sàà?

Student 2 : ná lì looi.
lé ué f kè naa?

Student 3 : ná lì kpánà tóóli.
lé ué f kàà?



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DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Back in Máfmù at Slàfá's uncle's place.

Sakí	:	lé ué ka kùlâ kpalàna?	What did you bring from the farm?
Slàfá	:	kú kelen à òlíná. sɛɔdâ fé naa!	We just burned it. There's nothing there!
Sakí	:	kwa lí pɛléí lá kú yáláyí kpélé!	Let's go to the house and drink "small cold water." ¹
Slàfá	:	ɛ́ɛ, kú fàá mà!	We agree to that!
Sakí 's wife:	:	loní, kaá pá?	Children, ² you have come!
Slàfá	:	naa káál, kwa páí gbólòyáí lélé kpélélí kpíní òú!	I say, we will really have good pepper soup tonight!
Sakí 's wife:	:	kaa tɛ́ɛí lélé tí káál? naa páál lóníí mà!	You see that fine chicken? I will kill it right now!
Chicken	:	ó! naa púl! dí fé ná páál!	Oh! I'm running away! They won't kill me!

USEFUL EXPRESSIONS

dà káá í yéí?	Do you have any?
ná líí fàà ɛ́ɛlɛɛ.	I'm not upset about it: I'm not dissatisfied with it. ("My heart doesn't hang it.")

¹ "small cold water" /yáláyí/: this is cold water with a bit of gin.

² children /loní/: The younger people in a household may be addressed in this way by their elders.

GRAMMAR POINTS AND DRILLS

1. Repetition Drill (Review)

Teacher

f misēŋ ɲeɛlu mɪl wéé?
 ɲá tùmàláá táamáá mɪl.

1. yaa ɲwélɪfɪ f tée ɲeɛlu kwélé?
2. ɲaa ɲwélɪfɪ ɲá tée náánɪ kwélé.
3. kálòŋ wɔ̃ nɛnɪ káá sɛŋdā yíáɪ?
4. sulŋ lón kélée káá kíře seyei ɲyál lá.
5. sɛŋkáú ɲeɛlu káá ɲyéɪ?

Students

f misēŋ ɲeɛlu mɪl wéé?
 ɲá tùmàláá táamáá mɪl.

6. ɲá leei a ɲáf tɔ́ɔɪ kòlò dà mà.
7. káá wólɪ tɔ́ɔɪ nú dà mà?
8. f fé sɛŋdā mɛnɪ nɪ?
9. nú kélée fé pál fɪf tɔ́ɔɪ sáà.
10. nú dà fé kpée nɪ tɪf kél.

2. Substitution Drill (Review)

Teacher

gbuú saaua káá ɲyéɪ.
 táamáá

1. sɛŋkáú
2. misēŋ
3. dà
4. f
5. nú dà
6. zinâ
7. sɛŋdā
8. seye dà
9. táamáá
10. manan

Students

gbuú saaua káá ɲyéɪ.
 gbuú táamáá káá ɲyéɪ.

11. kélée
12. dà
13. nú kélée
14. ɲá
15. táamáá

3. Response Drill (Reviews)

Answer the following questions positively

Teacher

Bá dà fé f yéɪ?
 f fáà tùmàláá dà mɪl?

Students

ěc, Bá dà káá ɲá yéɪ.
 ěc, ɲaa tùmàláá dà mɪl.

1. tée dà fé f yéɪ?
2. Boli dà fé f yéɪ?
3. kòlò dà fé f yéɪ?
4. f fé lóŋól nú dà pɔ́?
5. f fé lɪ nɪ tótótà?
6. f fé nɪ kòlò dà yíá nɪ?
7. f fé kálòŋ káá nɪ wéé?
8. f fé lóŋól nú dà pɔ́?
9. f fé sɛŋdā yíáɪ?
10. f fé ɲwélɪfɪ f lóŋó nɛnɪ pɔ́?
11. é fé manan wélɪfɪ?
12. é fé kòlò dà wélɪfɪ?

4. Transformation Drill (Review)
Make the following sentences negative.

Teacher

nú dà aâ kòlòl yíá.
káìlòŋ è kè scqđâ yíáí wéé.

1. ɣaâ kòlòl dà yíá.
2. ɣá ñáílóŋ dà kàà.
3. ñcnfi è scqđâ yíá lóo kpálàŋa.
4. nú kéléé káá pál pélélí lá.
5. nú dà a pál lóhól ñáílóŋ pó.
6. káá kíēŋ táamáá wélíí.
7. ɣaâ Boli dà kwélé sáà.

15. nú dà è kófé kpèlè.

Students

nú dà íé kòlòl yíá ní.
káìlòŋ íé kè ní scqđâ yíáí wéé.

8. nú kéléé káá líí gbàŋá.
9. mùsú è òeyei kéléé wáà.
10. nyéé dà káá ñáílóŋ kété yéí.
11. òulòŋ è scqđâ tètè ñcnfi pó.
12. ñcnfi è tùmáláá táamáá yíá.
13. ɣaa ñwélíí ɣá scqđâ yíá.
14. nú dà è misēŋ míí.

5. Transformation Drill
Make these sentences negative. Use /dà/.

Teacher

ɣá kpííí feelc yíá.
nú lóólú mēndà dāá Bē.

1. tisâ saaua káá ɣá yéí.
2. ɣaa Boli feelc wélíí.
3. dí manan puu kwèlè.
4. kpólòl lóólú mè náání káá Bē.
5. leyí náání káá naa.
6. nyéé saaua káá ɣá yéí.

Students

ɣá fé kpííí dà yíá mí.
nú dà fé Bē.

7. a tēé lóólú wélíí.
8. mùsú káá seisēŋ feelc wélíí.
9. ɣá kòlòl yíá.
10. Bóá feelc káá ñyéí.
11. è kè tēé saaua yíáí.
12. è kè náílóŋ lóólú kááí.

GRAMMAR POINT

Old Pattern: kpélé wélí káá mà.

I am thirsty.

New Pattern: kòlò yíá wélí káá mà.

I'd like to buy a book.

In this pattern, one is saying literally, "book buy desire is upon me." For the first and third persons, the pronouns are combined with the postposition /mà/ "upon" as follows:

/nà/ and /mà/ are contracted to /nà/.

/`/ and /mà/ are contracted to /nà/.

The entire group of pronouns used with the above construction is:

mà kwà

yâ kâ

mà diâ

Remember that this construction expresses more the desire for something than a need for it.

kòlò yíá wélí káá mà.

I would like to buy a book, I am thinking of buying a book.

naa ñwélíí ná kòlò yíá.

I want to buy a book, I must, or need, to buy a book.

Preceding /wélí/, you may use both transitive and intransitive verbs:

tótótà lí wélí káá mà.

He would like to go to Totota.

tóúlóò dà kpélé wélí káá diâ.

They would like to drink some palm wine.

képàlànga tíf ké wélí káá yâ.

You would like to work on the farm.

kú leei káá wélí káá kwâ.

We would like to see our mother.

6. Repetition Drill

Teacher

kiēŋ míf wélí káá mà.
fff tóó wélí káá kwā.

Students

kiēŋ míf wélí káá mà.
fff tóó wélí káá kwā.

- | | |
|--------------------------------|-----------------------------|
| 1. kofc kpélé wélí káá mà. | 7. kòlò yfá wélí káá mà. |
| 2. dùkso lí wélí káá mà. | 8. molii kwéle wélí káá mà. |
| 3. zyéé míf wélí káá diā. | 9. fff tóó wélí káá diā. |
| 4. kálòŋ lóŋó pó wélí káá kwā. | 10. tísāi káá wélí káá mà. |
| 5. gbàŋá lí wélí káá ká. | 11. ñooi wóló wélí káá yā. |
| 6. tóúlóó kpélé wélí káá yā. | 12. kpóló míf wélí káá mà. |

7. Response Drill

Answer the teacher's question with the verbal cue he gives.

Teacher

lé wélí káá yā?
lé wélí káá yā?

Verbal Cue

sua níf
seye wáá

Students

sua míf wélí káá mà.
seye wáá wélí káá mà.

- | | |
|------------------|----------------------|
| 1. ñooi wóló | 7. fff tóó kárāi mà. |
| 2. ŋèlì tée | 8. ŋáf tóó kálòŋ mà. |
| 3. tée míf | 9. dùkso lí |
| 4. nənfi lóŋó pó | 10. kòlòpélélí lá lí |
| 5. kòlò yfá | 11. molii yfá |
| 6. tùmáláá kwéle | 12. nina kpákpá míf |

8. Transformation Drill

Change the final pronoun in the sentence according to the cue word.

Teacher

Ḃá dà kwélè míf wélí káá mà.
Ḃá dà kwélè míf wélí káá mà.

Verbal Cue

kú
ŋá

Students

Ḃá dà kwélè míf wélí káá kwā.
Ḃá dà kwélè míf wélí káá mà.

- | | | |
|-------------|-----------------|--------------------|
| 1. í | 6. yaa | 11. í nāŋ |
| 2. ŋá nənfi | 7. mùsú | 12. ŋá |
| 3. dí | 8. kú | 13. nú dà |
| 4. é | 9. í | 14. ka |
| 5. ŋá | 10. nālón feelc | 15. kálòŋ wó nənfi |

9. Moving Slot Drill

Teacher

fff tóó wélí káá mà.
tíf ké
yâ

Students

fff tóó wélí káá mà.
tíf ké wélí káá mà.
tíf ké wélí káá yâ.

- | | | | |
|-----------------------|--------------|----------------|---------------|
| 1. kâ | 6. ñóóí wóló | 11. diâ | 16. mà |
| 2. diâ | 7. kwâ | 12. misèŋ ɲílí | 17. diâ |
| 3. tóúlóò kpélé | 8. kâ | 13. mà | 18. kálòŋ káá |
| 4. mà | 9. fff tóó | 14. yâ | 19. kâ |
| 5. mà | 10. mà | 15. sɛŋdâ yíá | 20. mà |
| 21. ɲáf tóó pélélí mà | 22. yâ | 23. mà | 24. fff tóó |
| | | | 25. mà |

10. Chain Drill

Teacher : lé ué a ɲwélí é kél?

Cue : lá míf

Student 1 : lá míf wélí káá yâ?
(to Student 2)

Student 2 : èè, lá míf wélí káá mà.

Student 1 : lá míf wélí káá mà.
(to Teacher)

(Repeat this sequence with each student in the class. The following may serve as cues.)

- | | |
|---------------|------------------|
| 1. wólí tóó | 6. fff tóó |
| 2. ɲèlí tée | 7. kíré seye |
| 3. ñóóí wóló | 8. Bá míf |
| 4. seye wáá | 9. lóŋó ñcníí pó |
| 5. kpíllí yíá | 10. nyíí |

GRAMMAR POINT

Old Pattern: káá kíēŋ ŋííí à wulo.

She is cooking pepper with palm oil.

New Pattern: káá kíēŋ ŋííí à támáá.

She is cooking a lot of pepper.

After the verb, /à/ is used to form a adverbial phrase.

kú kè kířè seyei à dàlòŋ.

We were hurrying a bit.

nú kéléé dí lá mfi à támáá.

Everyone ate a lot.

sulŋ saaua káá tíf kfi à ñánáá.

The three men are working hard.

NEW VOCABULARY

à dàlòŋ a little, a bit

à támáá a lot, much

à ñánáá hard, very much

11. Repetition Drill

Teacher

kwaá pál tíf kfi à ñánáá.

a pál seye wááí à támáá.

Students

kwaá pál tíf kfi à ñánáá.

a pál seye wááí à támáá.

1. ŋaa pál fíí tóóí à dàlòŋ.

7. yaa pál nyíí à dàlòŋ.

2. kwa pál kířè séyéí à támáá.

8. ŋaa pál lóŋól káíłòŋ pó à dàlòŋ.

3. daa pál nyéé ŋííí à dàlòŋ.

9. kwaá pál líí kfi a ñánáá.

4. a pál wóíí tóóí à ñánáá.

10. kwaá pál líí kóíłpíłí lí à támáá.

5. dí káá ñóóí wóíłí à ñánáá.

11. a pál líí lí mfi à dàlòŋ.

6. ŋaa pál seye wááí à támáá.

12. ŋaa pál ŋáf tóóí Bólí mà à dàlòŋ

12. Substitution Drill

Teacher

ɲá kélà a tóólóó kpélél à támáá.
nyíl
lá míl à dàlòŋ

- | | |
|-------------|---------------|
| 1. à támáá | 8. à támáá |
| 2. fée tóóí | 9. à ɲánáá |
| 3. à dàlòŋ | 10. ɲá leeí |
| 4. sél | 11. lóóóí |
| 5. tóóí | 12. à támáá |
| 6. lááí | 13. à dàlòŋ |
| 7. tíf kél | 14. wóóí tóóí |

15. à ɲánáá

Students

ɲá kélà a tóólóó kpélél à támáá.
ɲá kélà a nyíl à támáá.
ɲa kfià a lá míl à dàlòŋ.

13. Response Drill

Teacher

yaa kél lé f tíf kél?
yaa kél lé f fíf tóóí?

1. yaa kél lé f sua ɲííí?
2. yaa kél lé f wóóí tóóí?
3. yaa kél lé f seye wáá?
4. yaa kél lé f nyííí?
5. yaa kél lé f ɲáí tóóí?
6. yaa kél lé f lóóóí?

Students (1, 2, 3, ...)

ɲaa tíf kél à gbuú.
ɲaa fíf tóóí káràí mà.

7. yaa kél lé f ɲóóí wóóí?
8. yaa kél léí wóóí tóóí?
9. yaa kél lé f lá míf?
10. yaa kél lé f sɛɲdà kwéíí?
11. yaa kél lé f lí kòlò pélél lá?
12. yaa kél lé f tée ɲííí?

GRAMMAR POINT

Old Pattern: kòlòí ɲí kótél.

This book is big.

New Pattern: kòlòí ɲí kpáná wél.

This book is difficult.

While most adjectives function verbally by adding /-i/ directly to the stem, another small group of adjectives take /wó/ after the stem and before the /-i/. The sequence /wó/ and /-i/ is regularly contracted to /wél/.

àulòŋ fíá wél. The man is lazy.

Like the other adjectives you have learned, those followed by /wó/ do not take /-i/ with the negative.

kòlòí ɲí kpáná wél.

This book is difficult.

kòlòí ɲí fé kpáná wó ní.

This book is not difficult.

NEW VOCABULARY

kpáná wó	to be difficult
ffá wó	to be lazy
kpíní wó	to be dark, night

14. Repetition Drill

Teacher

kòlòlò tí kpáná wéí.
kálòṅ ffá wéí

Students

kòlòlò tí kpáná wéí.
kálòṅ ffá wéí.

- | | |
|-------------------------|--------------------------|
| 1. pèlèl kpíní wéí. | 7. nàlòṅ ní ffá wéí. |
| 2. ñenfi ffá wéí. | 8. kálòṅ ffá wéí. |
| 3. pèlèl kpíní wéí. | 9. ṅá sulòṅ ffá wéí. |
| 4. kòlòlò ní kpáná wéí. | 10. í sulòṅ ffá wéí. |
| 5. zinā ffá wéí. | 11. tífí ní kpáná wéí. |
| 6. ñenfi tí kpáná wéí. | 12. kòlòpèlèl kpíní wéí. |

15. Transformation Drill

Change the sentences in number 14 above to the negative.

Teacher

kòlòlò tí kpáná wéí.
kálòṅ ffá wéí.

Students

kòlòlò tí fé kpáná wó ní.
kálòṅ fé ffá wó ní.

16. Moving Slot Drill

Teacher

kpíní wéí
fé
ffá

Students

kpíní wéí
fé kpíní wó ní.
fé ffá wó ní.

- | | | |
|----------|---------------|---------------|
| 1. wéí | 7. zinā | 13. kòlòlò ní |
| 2. fé | 8. nàlòṅ | 14. wéí |
| 3. kpíní | 9. kpáná | 15. gefóló |
| 4. ffá | 10. kòlòlò tí | 16. ffá |
| 5. wéí | 11. tífí kèl | 17. fé |
| 6. tom | 12. fé | 18. mùsú |

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

STORY TELLING

In West Africa, as in many parts of the world, the telling of folk tales is a traditional institution throughout the land. Though its primary function is to entertain, the folk tale also may be an adept vehicle of social commentary and criticism. It may deride, scold, praise or moralize. In short, it is a highly flexible form of social communication.

Among the Kpelles, especially after the harvest time, men, women, and children may gather in the evening about the fireside to listen to a storyteller. Sometimes people will come from quite a distance to hear a storyteller whose fame has travelled throughout the area. Most of the stories are traditional and all the listeners, with the exception of the smallest children, know most of them by heart. Consequently, the storyteller's art is one of performance. How well will this particular man weave the well-known tale? Will he embellish it with some new details of his own? How dramatically will he bring the plot to its conclusion? These differences are what distinguish an everyday storyteller from a famous one, one who may keep his audience enthralled well into the night.

A most common type of tale in West Africa is the spider story. The one that is presented for you here is typical, though it has been shortened and somewhat simplified. In the main, you will find that most of the vocabulary and constructions have already been presented in the text.

Work with this story just as you have done with the other materials, using the new elements in your conversation practice.

A SPIDER STORY

PART I

è kè a sɛŋ ... di kè pelê kété kɛl taa feelc ɛ̃u. ʔaaɪŋai di kè séf yee feelc mà. núáŋai ʔaai ɛ̃u di wóó tɛ́ sɪi pɔ́ naa. sɪi aá wóó lɛ́lɛ mɛni. è kè kɪlɪŋá sɪá, "m̃m, ɲaa pál kɛl lé ɲá lí pelê feelc ɲí ɛ̃u? ʔe -oo! ɛɛŋ ɲaa pál kɛl ɲá kɔ́lɔŋ! ɲaa pál ɲɛ́lɪ ɲíllɪ ɲá leŋeɪ, ɲá wɔŋ tɔ́nɔ́ tɛ́ nú pɔ́ ʔaai feelcɲai ɛ̃u. pelê tɛ́l a sɛ́l, di ɲɛ́lɪ ɲáɲá, di ɲá toli, ɲá lí misɛŋ mɛni mà." ɛɛŋ kɛ́lɛ́ sɪi è kɪlɪŋá sɪá mɛni mà, è kè.

(to be continued in the next lesson)

NOTES

misɛŋ wɛ́lɪ

greediness

è kè a sɛŋ

it was a thing. This is the typical opening line of a story. It corresponds to our "once upon a time."

pelê kété

a great feast

taa

town

ʔaaɪŋai

the towns

yee

hill

núáŋai

the people

wóó

voice, word. /wóó tɛ́/ "to send word to" or in this case, "to invite"

sɪi

spider

wóó lɛ́lɛ

good news

kɪlɪŋá sɪá

to think sɪá, "to walk", is used with many nouns to form compound verbs. Another example is: /mɔ́lɔŋ sɪá/ to pound rice.

ěc - oo!

ah - hah!

nili

to tie

ŋá leŋei

my waist

won tònò

one end. /won/, "head" in this case refers to an end of the rope.

taai feelŋai

the two towns. Notice that /ŋai/ follows the number, rather than the noun.

pelê tǎi

the time of the feast

a

this is the pronoun marker for the continuous tense which is often used in this kind of narrative. Whereas, /è sèl/ would mean it arrived, or "it did arrive," /a sèl/, though it is translated in the same way in English, shows that more actions will occur in the same sequence.

seli

to arrive

ŋálá

to pull

toli

to call

mɛni má

for, about

LESSON FIVE



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Slàfá and Tom have come to visit Sakí on the twenty-sixth of July - Liberian Independence Day.

- | | | |
|---------|-----------------------------------|---|
| Tom : | ṇaa fángá túú mcnii! | I hear the sound of drums! |
| Sakí : | Ẓé, kú ṇele kítélì dà ká ṇí. | Yes, today is one of our big days. |
| Slàfá : | twcnisê ðelêi lélél! | The feast of the twenty-sixth is great! |
| Tom : | f sè òyàiláyíi mcnì mà! | Thank you for the "small cold water"! |
| Sakí : | ṇá líí láál ka pà kú naa káál. | I'm glad you came to visit us. |
| Slàfá : | ka ṇá mà kpón! | Wait for me! |
| Tom : | hèh, kè lono f pá! | Yes, hurry up and come here! |
| Slàfá : | hooi ṇí lélél - kpáná wél! | This gin is great - it's strong! |
| Tom : | hèh, ṇá kè yâ, hooi ṇí aâ ṇá sòn! | Wow! I tell you this gin has really "grabbed" me! |

USEFUL EXPRESSIONS

- | | |
|-----------------------------------|---|
| sen kélée yaa ṇwélíí, f pá ṇá pò! | If you need anything, come to me! |
| kwa pál kú kfé káál. | We'll get together again; we'll meet again. |

1. Repetition Drill

Teacher

í kè sél lóo kpálàṅa.

ḡcnfi kpákpá è kè sua míl.

1. Boli saaua dí kè líl kpálàṅa.

2. nú dà è kè seye wáál òyál lá.

3. ncnfi kélée dí kè lóḡól ná pò.

4. ncnfi lón támara dí kè misēṅ yál.

5. í leye è kè ḡtíli téél à gbuṅ.

Students

í kè sél lóo kpálàṅa.

ḡcnfi kpákpá è kè sua míl.

6. nú kélée fé ké ní sua míl.

7. tisā kélée fé ké ní wólí tóól.

8. nálon dà fé ké ní ḡáf tóól mà.

9. ḡeyii tí fé ké ní pò.

10. ḡilā nyómó fé ké ní ḡá pò.

2. Response Drill

Answer these questions with /kè/

Teacher

í kè láál mí?

gbē è kè tóól pélél mù?

nálon nēnè è kè tíí kél naa?

Students

ḡá kè láál kpíṅa

ḡá kè tóól pélél mù.

nálon kété è kè tíí kél naa.

1. í kè sél mí?

2. gbē è kè wólí tóól?

3. ncnfi nēnè è kè seye wáál?

4. ḡilāi tí è kè gbē pò?

5. í nāṅ è kè líl mí wéé?

6. í ncnfi è kè nyíí mí wéé?

7. gbē è kè tóól í pélél mù?

8. gbē è kè lóḡól nálon kété pò?

9. nú nēnè è kè ḡáf tóól ḡcnfi mà?

10. nálon nēnè kè è tíí kél lóo kpálàṅa?

11. kálon kpákpá è kè tóól mí?

12. ḡiṅai kété è kè láál mí?

3. Chain Drill

Everyone will ask or answer a question in a continuing conversation.

Teacher : lé ué í kè kél wéé?

Student 1 : ḡá kè tíí kél wéé.

Student 2 : í kè tíí kél mí?

Student 3 : ḡá kè tíí kél kpálàṅa.

Student 4 : í kè tíí kél gbē wò kpálàṅa?

(Continue until everyone has participated. The teacher may prompt with material covered in this unit.)

4. Transformation Drill
Make these sentences negative.

Teacher

ñcnfi kpákpá è kè seye wáál.
káìlòṅ kété è kè tóóì Bě.

1. náìlòṅ kwéyá è kè sél Bě.
2. òulòṅ lóṅ è kè páì òaai sù.
3. nú kélélé è kè lá mfi.
4. tísà támáá di kè líl dùkóó.
5. ná kè kàrà lélé yíál wéé.
6. í kè lóhóì ná leei pò òele wíí sù.

Students

ñcnfi kpákpá fé ké ní seye wáál.
káìlòṅ kété fé ké ní tóóì Bě.

7. è kè tíí kél lóò kpálàṅa wéé.
8. di kè mòlòṅ kwélélì gbàṅá.
9. káìlòṅ wòncnfi è kè wólí tóóì má.
10. wò leyei è kè náí tóóì diá.
11. ná nāṅ è kè sél í pélélì mù.
12. wò ncni è kè òoóì wólóì à kátì.

5. Repetition Drill

Teacher

í kè nyíí, táì ná kè tíí kél
è kè láál pélélì mù, táì ná kè lá mfi.

1. ná kè tíí kél, táì í kè fíí tóóì.
2. ná kè wólí tóóì, táì í kè mcní Ból.
3. í kè lá mfi, táì è kè nyíí.
4. è kè lóhóì ná pò, táì ka kè líí naa.
5. ñcnfi lóṅ è kè seye wáál, táì wò leei è kè tíí kél.
6. sulòṅ lóṅ è kè òèlì tééí, táì wò nāṅ è kè kpálòṅa.
7. ná òwélì ná tée mfi, táì í kè nyéé òíííí.
8. Bā mfi wélí è kè yā, táì ná kè lá mfi.
9. í òwélì í tíí ké, táì ná kè fíí tóóì.
10. tótótà lí wélí è kè diá, táì kú kè òaai sù.
11. lí dùkóó wélí è kè má, táì kú kè tótótà kwèlè.
12. lá mfi wélí è kè yā, táì í kpèè tíí kél.

Students

í kè nyíí, táì ná kè tíí kél.
è kè láál pélélì mù, táì ná kè lá mfi.

6. Response Drill

Answer these questions with /kè/.

Teacher

lé ué í kè kél tál ná kè tíf kél?
lé ué í kè kél tál ná lí taai sù?

Students

ná kè sél seisên mà.
ná kè láál kpíṇa.

1. lé ué í kè kél tál ná kè lí kpálàṇa.
2. lé ué í kè kél tál ná lónò pò?
3. lé ué í kè kél tál ná fíf tóò?
4. lé ué í kè kél tál kálòṇ è pà Bè?
5. lé ué í kè kél tál ncnfi lélè è pà Bè?
6. lé ué í kè kél tál tísáí è lí pélélí lá?
7. lé ué í kè kél tál í ncnfi è misên ṇííí?
8. lé ué í kè kél tál kú kè tíf kél.
9. lé ué í kè kél tál dí kè sél káràí mà.
10. lé ué í kè kél tál ná kè náí tóóí yá.
11. lé ué í kè kél tál ná kè wóíí tóóí mà.
12. lé ué í kè kél tál kú kè fíf tóóí.

7. Response Drill

Repeat the questions in drill number 6, replacing /kè/ with /kpèè/.
Answer the questions using the simple past tense.

Teacher

lé ué í kè kél tál ná kpèè tíf kél?
lé ué í kè kél tál ná kpèè lí taai sù.

Students

ná sél seisên mà.
ná láá kpíṇa.

8. Chain Drill

Teacher : lé ué í kè kél tál í kpèè lá míí.

Student 1 : tál ná kpèè lá míí, ná nyíí.

Student 2 : tál ná kpèè nyíí, ná lí tótótà.

(Continue in this way with each student.)

9. Repetition Drill

Teacher

lá míf wélí káá mà.
nyál lá lí wélí káá mà.

1. tée nílí wélí káá mà.
2. seye wáá wélí káá mà.
3. gbàgá lí wélí káá kwá.
4. Boli míf wélí káá mà.
5. scndá yíá wélí káá yá.
6. nyéé míf wélí káá mà.

Students

lá míf wélí káá mà.
nyál lá lí wélí káá mà.

7. ñooi wóló wélí káá diá.
8. kòlò yíá wélí káá mà.
9. manan míf wélí káá mà.
10. tóúló kpéle wélí káá mà.
11. fíf tóó wélí káá mà.
12. tísá lóhó pó wélí káá mà.

10. Substitution Drill

Teacher

fíf tóó wélí káá mà.
misēn míf

1. kpclwò Bó
2. ñooi wóló
3. lóhó í pó
4. loo kpálàna lí
5. seye wáá

6. kfrè seye
7. wólí tóó
8. lá míf
9. tóúló kpéle
10. tíf ké

Students

fíf tóó wélí káá mà.
misēn míf wélí káá mà.

11. manan yíá
12. láá kpíga
13. séí káràí mà
14. nyíf Bó
15. ná nān naa káá

11. Response Drill

Answer the teacher's question using a full sentence.

Teacher

lé ué yaa ñwélíí í ñíí?
lé ué í kè kélí wéé ñele wíf sù?

1. yaa ñwélíí í lóhó kálòṅ pó lé mcní mà?
2. í kfrè sèyè kòlòpélíí lá à lé táí?
3. tóúló kpéle wélí káá yā?
4. lé ué yaa náí tóóí mà?
5. é tíf kè kpálàna ñele ṅcllu?
6. yaa wólí tóóí tísáí mà?
7. ncní ncné káá kpólòyál nílíí?

Students

ṅaa ñwélíí ná manan nílíyè míf.
ná kè ná kélà naa kááí wéé ñele wíf sù.

8. gbèè káá nyíí káràí mà?
9. Boli ṅcllu káá kálòṅ pó?
10. lé ué ñcníí lóṅ káá ñwááí?
11. í líí lóáí?
12. lé táí yaa ñwélíí í lí gbàgá?
13. nyíf wélí káá yā?
14. gbèè è Bó míf?

15. í lí loo kpálàna wéé lé mcní mà?

Change these negative statements to the positive.

Students

kòlòlò nì kpáná wé.
 èulò nì tí fíá wé.
 kpíní wé.

7. fě kpíní wǒ ní tótótà.
8. fě kpíní wǒ ní Bě.
9. í fě fíá wǒ ní.
10. tísái wǒ ncní fě fíá wǒ ní.
11. í lẹyẹ fě fíá wǒ ní
12. kàlǎdì ní fě kpáná wǒ ní.

Students

í tíf kè wéé lé mēni mà?
yaa páí lí dùkúó lé mēni mà?

í tíf kè wéé lé mēni mà?
yaa páí lí dùkúó lé mēni mà?

1. kálòŋ è Boli ylà lé mɛni mà?
2. f lɪ òyál lá lé mɛni mà?
3. káá tíf kɛl naa lé mɛni mà?
4. f kè sua ɲilɪl lé mɛni mà?
5. kú káá fíf tɔ́l Bɛ lé mɛni mà?
6. nálon feelc fé tíf kɛl sáà lé mɛni mà?
7. di káá misɛŋ yál lé mɛni mà?
8. di fé lónól kú pó lé mɛni mà?
9. f fáá tùmáláá mɪl lé mɛni mà?
10. aâ lɪ gbàŋá lé mɛni mà?
11. tisâ w̃ nɛnɪ káá nyɪl lé mɛni mà?
12. f leei kè sua ɲilɪl wɛé lé mɛni mà?
13. ɲá fé ɲwɛlɪl ɲá tíf kɛ lé mɛni mà?
14. fé kòlòl ɲi yál nɪ lé mɛni mà?
15. kú fé nɪ kpɛlcwò Bó nɪ lé mɛni mà?

14. Response Drill

Answer with /kpáná wél/ or /kpíní wél/ or /fíá wél/.

Teacher

- f fé sua nílíl lé mni mà?
f fé tíf kél naa lé mni mà?
1. f lí òyál lé lé mni mà?
 2. kú káá fíf tóól lé mni mà?
 3. f leeí fé misèṅ nílíl lé mni mà?
 4. fé tíf kél kpálàṅa lé mni mà?
 5. ònfi è kè fíf tóól lé mni mà?
 6. fé lí ní dùkóó lé mni mà?

Students

- kpéní féì kpíní wél.
kpéní féì kpáná wél.
7. ònfi lón fé seye wáá ní lé mni mà?
 8. f kè misèṅ yíál wéé lé mni mà?
 9. náá lón fé ḡwélíl é tíf kè lé mni mà?
 10. fé kòlò ní yíá ní lé mni mà?
 11. kú káá tóól pélél mù lé mni mà?
 12. di fé lóḡó kú pò lé mni mà?

15. Repetition Drill

Teacher

ṅaa lá mfi kpéní féì pùlù káá ṅá kél.
yaa fíf tóól kpéní féì nyíí káá f kél.

Students

ṅaa lá mfi kpéní féì pùlù káá ṅá kél.
yaa fíf tóól kpéní féì nyíí káá f kél.

1. fé tíf kél kpéní féì kpéní féì kwélé káá kél.
2. ṅá káá láál kpéní féì nyíí káá ṅá kél.
3. fé tíf kél kpéní féì fíá wél.
4. a tíf kél kpéní féì fé fíá wó ní.
5. a líí loo kpálàṅa kpéní féì nyéé yíá wélí káá mà.
6. yaa líí dùkóó kpéní féì kòlò yíá wélí káá yâ.
7. ṅaa pál là káá ká kpéní féì òoóí wóólé wélí káá mà.
8. a pál là tóól kpéní féì ḡlíl wélí káá mà.
9. a kíré séyéì kpéní féì ònfi lóḡó pò wélí káá mà.
10. a mfi kpéní féì pùlù káá kél.
11. ṅaa líí pélél mù kpéní féì kwélé káá ṅá kél.
12. a fíf tóól káráì mà kpéní féì nyíí káá kél.

16. Response Drill

Respond with any appropriate answer.

Teacher

í fé tíí kél lé mni mà?
lé táí í òeyei wáà?

1. í wóó lí pelê kété sù?

2. í sèlì Bè à lé táí?

3. gbè káá síál òelei mà?

4. lé ué yáà òón?

5. síí a loo kpélél?

6. yáà wóó tée páá?

7. yaa nēlì nàlà, lé ué a kè? 14. lé ué yaa kílíná síál mni mà?

15. nú kélée Bè daa poli kpélcwò Ból?

Students (1, 2, 3)

kpéní íál nyíí káá ná kél.
wéé nēle wíí òó.

8. sɛŋkáu nɛclu káá í yél?

9. yaa poli pélé tóól?

10. nɛnɛnai káá líí mí yá kpél?

11. yaa poli túáwò Ból à dàlòq?

12. sélèq lóólú káá a dàlìlè nɛclu?

13. í nyín káá sòlíl?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

CARTOONS

Read the cartoon strip after your instructor several times. When you have learned the new words and practiced them a few times, your instructor will call on several of you at a time to act out the strip before the class.

SITUATIONS

Two people at a time will come before the class and perform the following scene: a person is walking along the road to Maimu. A car stops and the driver offers him a ride into town. In the course of the conversation the driver tells his passenger about a wedding feast he attended several days before.

A SPIDER STORY

PART II

pelê tál è sèll. fángá tóú kè lf. núápai tsai feelc èú di pelê
hèlll qáááá sfi toli mcní mà. kèé, sfi fé pá ní. á! lé ué áá kè?
ka lf ðelei mà ka sfi kwclí! tál núápai di sèll sfi pò naa, è kè lálá
wóló mù ðelei kwèlè kpóó yéè saa nú! núápai di kírt sèyè pò. hèlll
è kè kpóó àà ... kpááq! kèé sfi! lé ué kè? wúúé áá èéq.
"kpááéé! qá kè nó hùélll ... qá lf pelê feelc èú!"
èéq qí ué è kè, sáá uá sáá, sfi wé lepei káá a kòlòté yfl.

NOTES

fángá

drum

tóú

sounds fángá tóú kè lf "the sound of drums went out" Celebrations and feasts are announced by drumming.
... di pelê hèlll qáááá sfi toli mcní mà.
In this construction, mcnì mà refers to pelê.

lé ué áá kè?

What's happened?

ka lf ðelei mà ...

go out on the road ...: Here, the narrator is speaking directly to his audience.

naa

there: sfi pɔ naa "to spider there" that is, to the place where spider was.

kpɔɔ yɛɛ

just like

saa

to die: saa nú deadman, corpse

kpɔɔ mà

around him

kpááŋ!

twang! This sound depicts the tautness of the rope around spider's waist.

wɔɛɛ

shame

són

to catch, grasp: wɔɛɛ aã òón, "he was ashamed."

nó

only ná kɛ nó ñwɛlɪl ... "all I wanted was ..."

ɛcŋ ɲí uè è kɛ

this was the thing: i.e., "this was the reason why."

sáà uà sáà

today be today: i.e., "(even) until today."

kòlòtɛ

small: káá a kòlòtɛ yɛl. is small



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UNIT

VII

TUTOR
WANTED

LANGUAGE LEARNING

OUTSIDE THE CLASSROOM

Most language learning in the United States is done in rather convenient circumstances. A student here is likely to have a highly trained teacher who is working from well-prepared and tested material in a comfortable classroom at regular and convenient hours.

Just the opposite is true of language learning "in the field." You will be faced with irregular and usually inconvenient hours, most often an untrained tutor (whom you will have to train to teach you), an abundant lack of prepared language teaching material, and an inadequate classroom set-up (that is, you may be without a blackboard). In addition to all this, you will not be able to "withdraw" from the language to assess your position. You must select sentences to learn from what will almost certainly seem like a great roaring noise.

The problem is, then, fairly clearly defined. You must find a successful way to learn a language under difficult circumstances. There are some things which will be helpful immediately.

- In any tutorial relationship, try to establish and maintain regular hours.
- Make it a habit to prepare your material before a work session begins. Even if your plan must be modified as you go on, start with a goal.
- Strive for a high functional yield in what you learn. That is, don't try to learn the names of 1400 green creepers until long after you have mastered the terminology of home, school, and marketplace.

All this leads up to an attempt at a language learning approach which does not waste time and which does not require a trained teacher.

SELECTING A TUTOR

Look at the cover of Unit VI and imagine that you are Tom. Consider the candidates for tutor:

- the chief's wife, who seems reluctant
- the cigar-smoking good-for-nothing
- the wide-eyed chap just in from the country, wondering what the sign says
- the friendly child trying to get in on the act
- the eager fellow running to help
- the unwilling teacher sneaking away to catch up with his schoolwork (maybe the best qualified)

Obviously, certain qualities are desirable in a tutor. The following factors are important to consider when selecting a tutor:

1. Age

Children are often available and willing to help, but care must be taken that the child is old enough to fulfill his role without frequent distraction. Does he know that variety of his language (i.e. adult, male, formal, etc.) which you want to learn?

In most situations a young adult is most desirable as a tutor.

List some reasons why this might be so?

Why not an old person?

2. Sex

In general the primary tutor should be the same sex as the student. This facilitates meeting arrangements and eases the definite strangeness which will be present at first. In addition, the tutor will feel at home in the variety of the language you must learn and can relate what he or she knows to the culture, (i.e., a woman knows just what a female volunteer should or should not say to a man wearing a mask during a celebration. A male tutor might also know.)

3. Native Language

In a country like Liberia in which dozens of languages and dialects exist in a relatively small area, almost any mobility means that a proportion of a population in any language area will be non-native speakers. Determine the native language of your prospective tutor explicitly. If it is not the one you are using, do not use him as a primary tutor.

4. Personality and Status

Experience has shown that a rigid, authoritarian personality does not work well in the kind of language situation you will be in. Such a person will usually try to "teach" you the "correct form" he thinks you should know. He is likely to insist on a "correct" variety of language, one that is the way it "should" be, and not the "corrupt" variety spoken by everyone with whom you will have contact.

If your tutor has to protect his status in the community by assuming a rigid stance as a schoolmaster might, his intelligence might be largely cancelled by his need to preserve an image of superiority.

5. Education and Intelligence

An uneducated person can be used, but again it depends on the variety of language you are after. A patently stupid person can only be used as a gross check on your progress. Does he respond to what you say? The above suggests that the ideal tutor is flexible, is free to act normally around and with you, is as intelligent as possible, and is educated to the point that he is familiar with the variety of his language that you require.

List some occupations in which you might find such a person in Liberia.

Now select one of the following potential tutors that is best qualified to teach you his language.



25 years old, native speaker,
teacher of 3rd grade in your school;
friendly at your first meeting, but you have
had very little contact outside of school;
seems to have some difficulty at school
because of lack of training, but is intelligent
and works hard at improving quality of instruction;
haven't seen this teacher outside of school because
she studies at home most evenings; principal of
school suggested you ask her to help you;
you suspect the principal doesn't know how
much time will be needed.

45 years old, native speaker,
attached to the chief's household; sent to
you by the chief himself because the chief
understands and approves your language effort;
has visited U.S. briefly during 1950's;
claims a special understanding of your problem
since she helped a previous PCV with his
language, although she says that the former
pupil was not very good;
speaks good English; obviously intelligent
and convinced she can teach you her language.

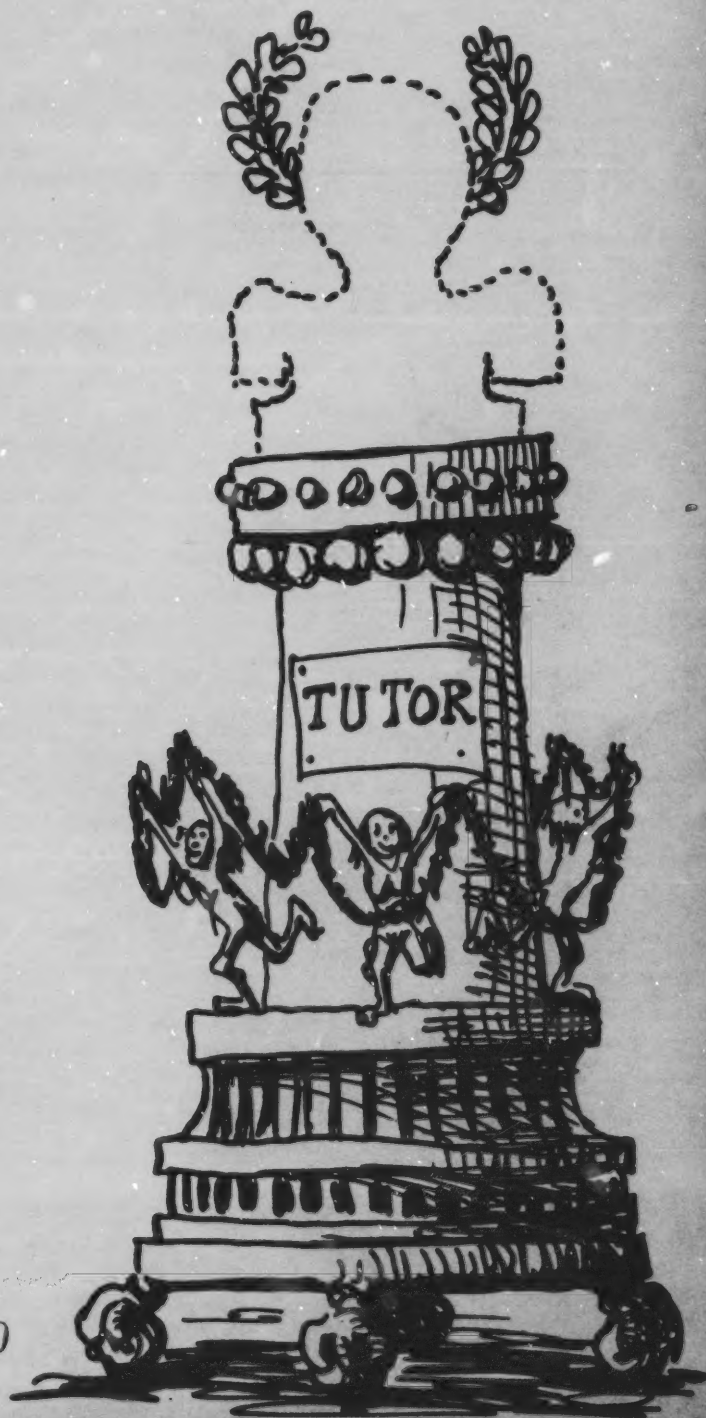


17 years old, native speaker,
part-time laborer; has very recently arrived
in your town from his remote birthplace;
has been having difficulty finding work,
and has been advised by his friends that you
might be able to employ him to teach you his
language; English is very poor, but seems like
a clever person eager to work hard to help you.



40 years old, assistant principal of school;
been to U.S.; proud of his English ability;
set in his ways as a teacher;
has a very busy schedule.

Choose a tutor and use the space
below to explain your choice.



At the end of Unit VI for a
discussion of the tutors.

NOT HOW TO WORK WITH A TUTOR

Hi! You must be the guy they picked out to be my language tutor. I forgot you were coming today, but come in.



I don't have anything prepared, but we might as well get started.

By the way, what's your name?

geefols

gayfle, gayf...
I'll call you Gus.



What now?



What do you mean?

Teach me something!

Here's a list of local spiders.



Okay, you listen and repeat...



No, it'll be easier if I read them myself. I can't learn things by ear.

How do you say *62?

Check this! I see the big ugly *guhbully.

How'm I doing?

*104 is a dirty word in English!



Are you sure you can't come back again before next month?



FIRST MEETING WITH TUTOR

Look back at the cartoon strip of Tom's first meeting with a tutor. Was it a successful or unsuccessful meeting? Were the seeds planted for the development of a fruitful, long-term relationship? Did Tom plan the session well? What did he do that was wrong? What did he do that was right?

Some points which are often useful during the first session:

1. Listen easily to the tutor as he describes something (the town, the room, etc.) in the new language for a few minutes without trying to explain it in English. Listen without trying to understand. The function of this activity is multiple. The tutor finds that the first thing he has to do is something he can do easily. You are listening in order to acquaint yourself with his speech sound. Listen to the rhythm and, particularly, to the tones he uses.
2. Learn how to say his name correctly.
3. Show him that you can laugh at your own errors and that you really don't mind if he laughs with you.
4. Allow some humor to occur, but get directly back to business by requesting him to teach you how to say the phrase "how do you say (English) in Loma?" This will take a bit of time, but go through the listen-repeat-model-modify routine until you learn the phrase. It is a positive accomplishment and will be extremely useful shortly.
5. Remember that a session should last no more than 45 - 50 minutes to avoid seriously diminishing returns. Regular scheduling and more-or-less standard length of work sessions will help your tutor establish his routine.

Some points to keep in mind in terms of the nature of tutor-student work:

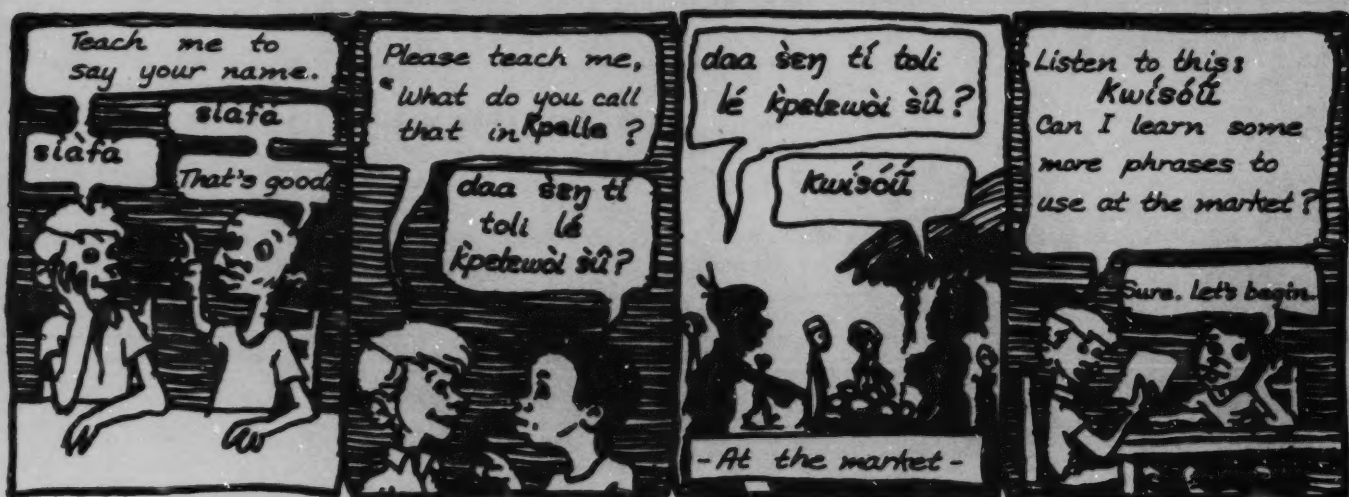
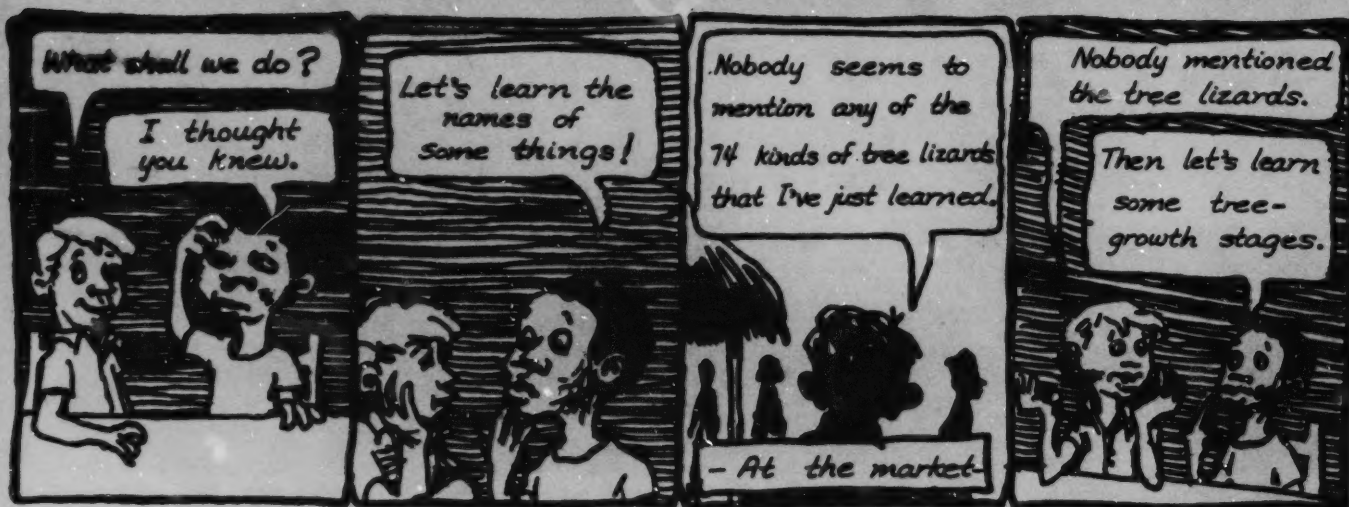
1. Despite the fact that your tutor is the expert in the language, you are almost certainly the "expert" in language learning. Therefore, your job is to tell the tutor what you want him to do.
2. It is crucial that you make it clear (and this often requires reinforcement later) that your tutor is only helping you when he criticizes your work, and that flattery or politeness do not help you learn his language. You may have to take special care in the case of a shy person to establish a friendly atmosphere (through chitchat, etc.) before becoming explicit.

3. Remember that your tutor has considerably less idea than you do about what is supposed to be going on. In the early stages he is quite likely to be nervous, uncertain, and afraid of embarrassing himself or offending you. Be as reassuring as possible. You must use your own judgement about confessing your own relative ignorance of field technique. Such a confession might be helpful if your tutor is at a social and intellectual level where he can accept himself as your colleague (a university student, for example), but in many cases the tutor will want to rely on your apparent authority for initial guidance.

4. In the course of a successful relationship, two kinds of remarks are possible. While the nature of the task does not lend itself to great entertainment, there is a good likelihood of a lasting friendship and considerable mutual understanding and respect based on the experience of working together through the frustrating, difficult, and stubborn problems of jamming his impossible language into your thick skull. The intellectual rewards for you must be in the learning and increasing ability to use the language. The tutor's reward must be in successfully giving you something that he must try hard to give you. Rest assured that he will take a great deal of pleasure and pride in your progress.

5. Any language is an enormously complicated system. Do not despair when things go slow or even wrong. You will not learn that new language tomorrow. Your goal is to make some progress tomorrow.

Look at the following cartoon strips. The upper one illustrates a bad work session. Tell what is wrong with it. The middle one illustrates a good work session. Using the pictures of the lower cartoon strip as a model, think of a new dialogue for the balloons that will be suitable for the work session following the first meeting.



COLLECTING USEFUL EXPRESSIONS

In order to establish a solid basis for working with your tutor, it will be useful for you to become familiar with a well-organized approach to language learning which requires patience and consistency rather than enormous technical skill and experience. The method discussed below is such a tool. You can begin to use it to learn and to practice useful expressions such as greetings, courtesy phrases, "please say it again", "I don't understand", and ways of expressing agreement or disagreement.

A word of warning is in order. The rather dense-looking "algebra" which accompanies this material is simply a shorthand notation of the various steps involved. It is given as a skeleton reference, and after using it a few times you will find it clear (and perhaps even useful!). Here are the symbols involved:

S	Student (you)
T	Tutor
E	English
F	Foreign Language
f	statement in foreign language given only for model
C	Correction by tutor
G	Gesture
x	the item being practiced
y	another item on the list
n	the last item

Don't let this throw you. It's easier than it looks.

1. Ask for 4 - 8 highly useful "formula expressions" as indicated above. Find out the approximate meaning of each and when and with whom you can use it. Write this down IN ENGLISH (E). Don't write anything in the foreign language (FL) yet. It will be helpful if you prepare some worksheets which look like this:

FL	ENGLISH
F 1 _____.	_____
F 2 _____.	_____
F 3 _____.	_____
F 4 _____.	_____
F 5 _____.	_____
F 6 _____.	_____
F 7 _____.	_____
F 8 _____.	_____

Remember that so far you have written down only approximate meanings in

English. It is suggested that you use four expressions for your first session and work up to a larger number as you and your tutor become more used to each other and to the method. The next step is learning and practicing the items you have collected.

2. You, the STUDENT (S), will say the first item in English, using appropriate gestures (G). The TUTOR (T) will say the equivalent in the foreign language. The student repeats after the tutor, imitating his pronunciation. The tutor corrects (C) the student. Go through this process for the first expression until the tutor is satisfied, but don't try it more than three times. If by that time you're not even close, go on to the next expression and save the first one for another session. If, however, you are close (not perfect), go to the next step. The algebra for step 2 is: SE/G, TF, SF, TC (Fx max. 3).

3. The student says item 1 in English with gestures. The tutor says it in the FL. The student repeats it. Then the tutor repeats it again, only as a model, without trying to correct the student, who can then compare his own pronunciation with that of the tutor. This modeling is noted as (f). The student repeats. The tutor corrects him. SE/G, TF, SF, Tf, SF, TC

4. This time the tutor says the item in English with gestures, and you give the expression in FL. The tutor corrects you. TE/G, SF, TC

Repeat steps 2-4 for each item on your list.

5. Write down expressions #1 - the last one (n) in FL. Write Fl-n

6. You read what you have written and the tutor corrects you. S read Fl-n, TC

OUTLINE FOR LEARNING AND PRACTICING USEFUL EXPRESSIONS

1. Gather items

GATHERING

2. SE/G, TF, SF, TC (Fx max. 3)

PRACTICING

3. SE/G, TF, SF, Tf, SF, TC

4. TE/G, SF, TC

VARIATION

5. Write Fl-n

CHECKING

6. Read Fl-n, TC

POSSIBLE WORKSHEET AFTER A SESSION LEARNING SPANISH

	FL	ENGLISH
F 1	BWEYNOS DIAS	HELLO (formal?)
F 2	MUCHOS GRACIAS	THANK YOU
F 3	DE NADA	YOU'RE WELCOME
F 4	ASTA MANYANA	GOODBYE

YOUR WORKSHEET

Use the form below for the worksheet after your session of collecting useful expressions.

	FL	ENGLISH
F 1		
F 2		
F 3		
F 4	1	
F 5		
F 6		
F 7		
F 8		

USING PICTURES

This part of the method is perhaps the most useful. You will be using pictures, so your own photographic talents will come in handy. Try to use pictures of places where you spend a lot of time, such as your home and the market. You can take photos, as Tom has here, or get magazine pictures of the items you want to learn. This technique is similar to the previous one, although a bit more complicated.



1. The first step is to learn to ask two questions, using the useful expression technique. The first question should be an identification question, such as "what is that?", or "Why is he doing that?". The second should be a confirmation question, to be used later, such as "Is this a _____?"

2. Get 8 - 12 short Answers (A = Answer) based on the pictures. Discard the 4 - 8 most difficult, so that you are left with 4 - 8 answers. Write down the approximate meanings in English. DO NOT write in the foreign language yet!

3. The student asks the first question in the FL. The tutor answers. The student repeats the answer. The tutor corrects him. Go through this procedure a maximum of 3 times, and then decide whether to drop or keep the item. Look at the following picture illustrating this.

lé ve ní ?

tée ká tí.

tée ká tí.

tée ká tí.

tée ká tí.

néléì.



4. The student asks, and the tutor answers. The student repeats the answer. The teacher repeats the answer without correcting, only giving a model for the student's self-correction. The student repeats the answer again, and the tutor corrects. Again, a maximum of 3 times. If you haven't just about got it, drop it.
5. The tutor asks the second question about the item, pointing to it. The student identifies the item. T: "Is this a book?" S: "Yes, this is a book."
6. After the second item has gone this far, the tutor points to an item (not necessarily the correct one) and asks for confirmation. The student gives the proper response. i.e., T: "Is this a book?" (item 1) S: "No, this is a pen." (item 2) As the number of practiced items increases, the length of this step can also increase. It is also useful for review of previously learned items.
7. As a final check, repeat step 6 with all wrong cues.
8. Tutor asks first question, student answers, tutor corrects. This completes the establishment sequence. Steps 3 - 8 should be gone through for each item before going on to the next step.
9. After all the items are established, the student (using the approximate English as reference) gives all the items. The tutor corrects him.
10. The student writes down all the items in the foreign language.
11. Student reads his list aloud. Tutor corrects.

OUTLINE FOR USING PICTURES

- | | |
|--|------------|
| 1. Learn questions (Q) | GATHERING |
| 2. Gather items, and select | |
| <hr/> | |
| 3. SQ, TA, SA, TC (Ax max 3) | PRACTICING |
| 4. SQ, TA, SA, Ta (model), SA, TC (Ax max 3) | |
| 5. TAx?, SyesAx | |
| <hr/> | |
| 6. TAx?, SyesAx/noAy | VARIATION |
| 7. TAx?, SnoAy | |
| 8. TQ, SA, TC | |
| <hr/> | |
| 9. SA1-n, TC | CHECKING |
| 10. Write A1-n | |
| 11. S read A1-n, TC | |

LEARNING ACTION CHAINS

While the technique of questions based on pictures is very useful for learning the names of things, the following technique is most useful for actions. The first thing you need to do is to decide on a general subject such as farming a field of grain, making palm wine, or bargaining in the market. Here, too, you can use magazine pictures, photographs, or your own drawings of these subjects.

1. Learn to ask the questions "What does one do first?" and "What does one do next?" From here on the procedure is exactly the same as that for USING PICTURES.

2. Gather 8 - 12 items. Select 4 - 8.

3.-5. Practice the items by repetition and with correction.

6.-8. Practice the answers by variation.

9.-11. Check the items by recitation, writing and reading.

Look at the following picture of Tom working with his tutor. After asking and then repeating what the woman does first, he asks what she does next.

vé a ké tuátúá ?

a mólɔy pú kónáí sù.

a mólɔy pú kónáí sù.

néléí.

lé vé a pól kèi ɲaa ?

a ɲenèi mē kóó é mólɔy slá.

ESTABLISHING A SYSTEM

How can I keep track of all the things I learn?

By setting up a language notebook.

What kind of a notebook is best?

A sturdy, large capacity three-ring loose-leaf binder. You'll also need a supply of binder paper with reinforced holes and index markers for the binder.

Do I need anything else?

A generous supply of 3 x 5 and 5 x 8 index cards and dividers, metal boxes for keeping them, and a supply of reusable red tabs for marking items for special attention, practice or verification. These cards will be especially useful for individual words or patterns.

How can I organize the language notebook?

Divide the language notebook into specific sections to avoid having to plow through a lot of paper to find a particular item. Although the notebook can be as detailed and ambitious as you wish (or as simple!), the following sections seem like a reasonable list:

field notes (including all the words and phrases you have picked up incidentally, as well as a record of your observations about language use, appropriateness, language taboo, and notes to yourself about possible situations you might want to explore in regular teaching sessions)

lesson plans

lesson worksheets

structures learned

vocabulary

specific situations (here you might want to collect all that you have learned which especially applies to situations in which you often find yourself, such as school, the marketplace, visiting the chief, etc.)

materials and resources

Of course, some of these may be combined, and additions are certainly possible.

ANALYZING YOUR NOTES

What do I do after a work session?

You still have the problem of putting together what you have just learned. In other words, one session must be related to the others. You still must discover the underlying patterns which will enable you to create new sentences. For example, you have learned "I see the dog" and "It is a tree." From this, do you know how to say "I see a tree?"

How can I check my "hearing accuracy?"

One way is to compare your earlier notes with more recent work. Try to find the same words and see if you transcribed them the same way. Another way is to repeat a lesson you have already learned. This does not take much time, and it is a good review, as well as a way to "compare notes" with yourself.

What about word ending, tenses, plurals and so forth? How do I systematize them?

Probably the best way is to check your notes for similar constructions and try to account for the differences. This won't be hard (it says here), if your notes are in some kind of order. Here is an example in a nonsense language of the kind of problem you might find in the language you are learning.

<i>naakošode.</i>	He is here.
<i>zeagošodei.</i>	We are there.
<i>zeakošodel.</i>	We are here.
<i>naagošode.</i>	He is there.

Problem: How does one form the plural verb?

How can I expect to handle complicated sentence patterns?

Fortunately, you are in the business of learning the language, not analyzing it. If you make a mistake, someone can correct you. You don't have to know why something is correct, only that it is.

Is there anyway to use my tutor in the analysis?

There is one good indirect way. After he is familiar with the gathering and practicing techniques, try presenting him with a set of sentences which you do not know, based on sentences which you do know. He will be able to tell you immediately if you are correct, and to correct you if you are not. This is an excellent exercise in vocabulary as well.

What if the sentences aren't right?

Then you have a ready-made lesson, and your tutor is right there.

How can I keep these papers from getting all mixed up?

By identifying each individual piece of paper you use by date and situation, and by indicating what it is being used for.

For example:

Action Chain Worksheet, picture 16.

Teacher: Momo, Jan. 31, Session 2.

This is useful in many ways besides when your loose-leaf binder comes undone in a brisk wind. For example, in this way you may be able to locate the source of some misunderstanding of a word or phrase which gets you laughed out of the classroom the first time you are brave enough to try it. Accurate collection of information enables you to gauge your progress (something which is very hard to do on a day-to-day basis, without the perspective of elapsed time).

How often should I plan work sessions?

Ideally, everyday. Most successful learners have found it easier to make their language work part of the daily routine. Sooner or later, most of us are struck by the advantages of daily showers in tropical or semi-tropical climates, so why not adopt the same attitude about learning a language. Likewise, consistency in your notebook entries is essential.

DISCUSSION OF TUTOR S

There is no one correct answer to this problem. It depends on who you are and how much time and effort you have to learn the language.

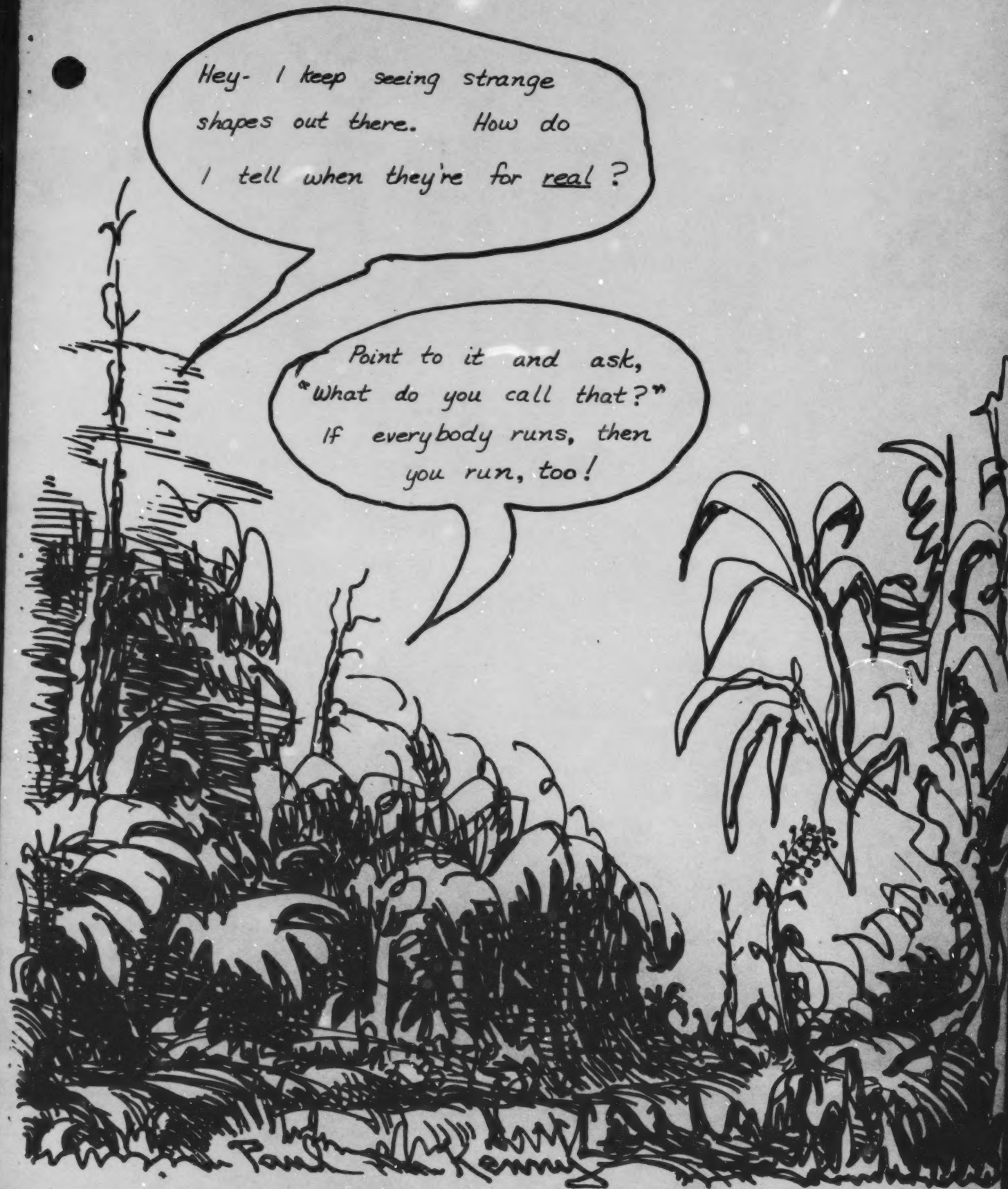
The weakest of the four is clearly the laborer. Although he's eager to work, his lack of English will be a serious problem.

The young female school-teacher would be an ideal choice for a female volunteer, except for her pressing duties in her school. In this case, it might be possible to work out some reciprocal arrangement where the volunteer helps the teacher with preparation, and she will then have more time for tutoring.

The woman sent by the chief must be handled with care, since it seems likely that she will try to dominate the tutoring sessions. However, she does have time, and, if she learns to work with you, she might be the best single choice for a male or female volunteer.

The older male instructor, your boss, might resent any interference with his concept of teaching his language, even more than the woman the chief sent. You must be careful not to damage your professional relationship with him. Therefore, it might be wise to use him selectively, such as for conversation practice and advice about appropriateness of phrases, rather than for regular sessions. In other words, use him in situations where it is all right for him to direct the work.





Hey- I keep seeing strange
shapes out there. How do
I tell when they're for real?

Point to it and ask,
"What do you call that?"
If everybody runs, then
you run, too!

D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - A Project in the Wind

Tom : yaa lfi kòlòpélélí lá tínáá?

Are you going to school tomorrow?

Slàfá : kpáà, naa pál tíf kél tínáá, yaa òwélí kú lí kpálàna tíf kél?

No, I'm going to work tomorrow, do you want to go with me to the farm and work?

Tom : ʒé, lé ué yaa pál kél naa?

Yes, what are you going to do there?

Slàfá : naa lfi ná kpálàn keleŋ.

I'm going to burn the farm.

Tom : yaa òwélí ná kpón yáà?

Do you want me to help you?

Slàfá : ʒé, mcní léléé ué! kwa lfi nele wáá nǎnt!

Yes, that's fine. We'll go early in the morning!

USEFUL EXPRESSION

kpón mà!

help me!

naa pál kél nyá tònò!

I'll do it alone.

GRAMMAR POINTS AND DRILLS

REVIEW

1. Moving Slot Drill

Teacher

ɲaa ɲooi wóíóí à káíí
à yéí
manan
wááí
yá
ɲíííí

Students

ɲaa ɲooi wóíóí à káíí
ɲaa ɲooi wóíóí à yéí
ɲaa manan wóíóí à yéí
ɲaa manan wááí à yéí
ɲaa manan wááí à yá
ɲaa manan ɲíííí à yá

1. à wuló

6. à tǽǽ

11. tǽǽ à gbáá

2. mǫí

7. à kpóíó

12. nyǽǽ

3. tùmáíááí

8. manan

13. mǫí à Ǫá

4. ɲíííí

9. wóíóí à yéí

14. sua

5. à yá

10. kpóíó

15. à wuló

2. Response Drill

Teacher

yaa kǽ lé í sua ɲíííí?
yaa kǽ lé í sua yáá?

Students

ɲaa ɲíííí à kíǽɲ
ɲaa ɲyááí à scɲkáú

1. yaa kǽ lé í gbuú yáá?

8. yaa kǽ lé í seye yáá?

2. yaa kǽ lé í manan yáá?

9. yaa kǽ lé í ɲǽíí yáá?

3. yaa kǽ lé í manan tǽǽ?

10. yaa kǽ lé í ɲǽíí tǽǽ?

4. yaa kǽ lé í tùmáíáá tǽǽ?

11. yaa kǽ lé í ɲooi wóíóí?

5. yaa kǽ lé í tùmáíáá ɲíííí?

12. yaa kǽ lé í kpóíó mǫíí?

6. yaa kǽ lé í tùmáíáá wáá?

13. yaa kǽ lé í leyí wáá?

7. yaa kǽ lé í seye wáá?

14. yaa kǽ lé í wúíú tǽǽ?

15. yaa kǽ lé í misǽɲ ɲíííí?

3. Transformation Drill

Change the future to the simple past.

Teacher

ɔaa pɛl ɛnanɔ kɛtɛ ɔlɪl.
kɛɛ pɛl lɔɔɔl ɛnɔ pɔ.

1. yaa pɛl lɪl loo kpɛlɔnɔ.
2. kwaa pɛl ɛnɔi wɔlɔl.
3. ɛnɛfi a pɛl ɛtɪlɪ tɛɛl.
4. ɛnɛfi loɔ lɛlɛ a pɛl nyɪl.
5. ɛɛlɔɔ nyɔmɔ a pɛl seye wɛɛl.
6. wɔ leyei a pɛl seye wɛɛl.
7. f nɛn a pɛl seye wɛɛl.
8. f nɛn a pɛl tɪf kɛl pɛlɛl lɛ.

Students

ɔɛ ɛnanɔ kɛtɛ ɔlɪl.
ɛ lɔɔɔl ɛnɔ pɔ.

9. f leei a pɛl moɔɔɔ ɔlɪl.
10. ɔaa pɛl ɛfi ɛ wulo.
11. kɛɛ pɛl ɛwɛɛl ɛ ɛyɛf.
12. daa pɛl ɛyɛɛl ɛ seɔkɛɔ.
13. kaa pɛl lɪl pɛlei mɛ.
14. yaa pɛl nyɛt tɛɛl ɛ gbɛɛ.
15. kɛɛ pɛl lɔɔɔl ɛɛlɔɔ kwɛyɛ pɔ.
16. ɔɛ pɛl lɔɔɔl ɛnɛfi kpɛkpɛ pɔ.

GRAMMAR POINT

Old Pattern: ɔaa lɪl dɔkɔɔ.

I go to Monrovia.

New Pattern: ɔaɛ lɪ dɔkɔɔ.

I have gone to Monrovia.

The present perfect tense, as in English, indicates that the action has been completed.

ɔɛ lɪ dɔkɔɔ.

I went to Monrovia.
(yesterday, last week, etc.)

ɔaɛ lɪ dɔkɔɔ.

I have gone to Monrovia.
(one or more times.)

The complete set of pronouns used with this tense is as follows:

ɔaɛ	kwɛɛ
yaɛ (ɛaɛ)	kaɛ
aɛ	daɛ

4. Repetition Drill

Teacher

yaã 1f dùkóó.
yaã 1f dùkóó.

1. kwaã pá dùkóó.
2. daã pá tótótà.
3. kaã pá òyáí lá.
4. kaã lé gbàṅá.
5. yaã lé kákátà.
6. aã 1f frfàlá.

Students

yaã 1f dùkóó.
yaã 1f dùkóó.

7. aã pá dùkóó.
8. daã pá pèlèlì mù.
9. daã 1f gbàṅá.
10. kaã 1f òyáí lá.
11. kaã pá tótótà.
12. kwaã 1f kákátà.

5. Response Drill

Answer the questions affirmatively.

Teacher

daã lé tótótà?
daã lé gbàṅá?

1. yaã 1f dùkóó
2. yaã 1f gbàṅá?
3. aã 1f gbàṅá?
4. aã pá tótótà?
5. kwaã 1f pèlèlì lá?

Students

èè, daã lé tótótà.
èè, daã lé gbàṅá.

6. kaã 1f pèlèlì lá?
7. kaã pá òyáí lá?
8. daã pá òyáí lá?
9. daã pá kákátà?
10. yaã pá dùkóó?

GRAMMAR POINT

Old Pattern: ɲaã lí tótótà.

I have gone to Totota.

New Pattern: ɲá fé ní lí ní tótótà.

I have not gone to totota.

To use a negative with the present perfect tense, use the sequence /fé ní ní/. This is almost the same as the simple past negative, except in this case, you add another /ní/ after /fé/.

Compare the following:

past: ɲá fé lí ní dùkóó.

I didn't go to Monrovia.

present

perfect: ɲá fé ní lí ní dùkóó.

I haven't gone to Monrovia.

As a negative intensifier, /wóó/ may be placed before the verb or its object. (if it has one)

ɲá fé ní wóó lí ní dùkóó.

I have never gone to Monrovia.

fé ní wóó kwéíí míf ní.

He has never eaten leopard.

NEW VOCABULARY

wóó ever, a long time ago, never (with a negative verb)

6. Repetition Drill

Teacher

ɲá fé ní lí ní dùkóó.

í fé ní wóó manɲ míf ní.

1. fé ní wóó lí ní tótótà.

2. í fé ní ɓuai ɲííí ní.

3. kú fé ní seye wáá ní.

4. kálòŋ fé ní pá ní lóó kpálàŋa.

5. tísái fé ní k̀pìŋ yíá ní.

Students

ɲá fé ní lí ní dùkóó.

í fé ní wóó manɲ míf ní.

6. ɲá fé ní wóó lóŋó ní kálòŋ pó.

7. fé ní wóó p̀éíéí ɲí káá ní.

8. ñenfi tí fé ní wóó tíí ḱé ní.

9. ɲá leei fé ní misɛŋ míf ní.

10. kálòŋ wó ñenfi fé ní wóó pá ní B́é.

7. Response Drill

Teacher

yaã wóó lí tótótà?
yaã wóó misêṅ tíf míf?

Students

ḡá fé ní wóó lí ní tótótà.
ḡá fé ní wóó misêṅ tíf míf ní.

- | | |
|------------------------------|----------------------------------|
| 1. yaã wóó manan tée? | 8. yaã wóó ḡooi wóó à kálí? |
| 2. yaã wóó Boli kwéíé? | 9. tísái aã wóó tùmàláá míf? |
| 3. daã wóó seye wáá? | 10. ḡálón aã wóó wúlú tée à ɔuá? |
| 4. kwaã wóó lé péléí tíf lá? | 11. yaã wóó tíf ké kpálàṅa? |
| 5. ḡaã wóó í nāṅ káá? | 12. yaã wóó tóúlóò kpéíé? |
| 6. aã wóó lóḡò kálòṅ pó? | 13. ḡaã wóó nyíf kpìṅ ḡí mà? |
| 7. yaã wóó sua ḡííí à wulo? | 14. kaã wóó seye kula kpííí àṅ? |
| | 15. kálòṅ aã wóó kula péléí lá? |

8. Transformation Drill

Change these sentences from the simple past to the present perfect.

Teacher

ḡá lí lóo kpálàṅa wéé.
ḡenfi è tíf ké péléí kwèlè.
í fé misêṅ míf ní wéé.

Students

ḡaã lí lóo kpálàṅa.
ḡenfi aã tíf ké péléí kwèlè.
í fé ní misêṅ míf ní.

- ḡá seye wáá ḡyál lá wéé.
- í fé moloṅ ḡííí ní ḡele wíf àṅ.
- lón sulṅ è lí pèlei mà wéé.
- ḡenfi kété è lóḡò kálòṅ pó wéé.
- tísái kwéyá è tíf ké kòlòpéléí mù.
- fé àyei kùlà ní kpííí àṅ.
- di pà taai àṅ wéé.
- ḡá leei è tùmàláá ḡííí à wulo.
- í manan tée à Bóá.
- ḡíííí nyómó è àuai míf wéé.
- ḡenfi wó tísái fé lí ní dùkóo.
- kú moloṅ sèyè kpálàṅa
- ḡá nāṅ fé seye wáá ní wéé.
- í kfrè sèyè lóo kpálàṅa wéé.
- kú nyíf ḡooi mà wéé.

GRAMMAR POINT

Old Pattern: ʒulɔŋ kpákpaɪ.

The man is fat.

New Pattern: ʒulɔŋ kpákpaɪ tɛɛ kálɔŋ mə.

The man is fatter than the chief.

(literally: the man is fat
(he) surpasses the chief on.)

/mə/ "on, upon" combines with the pronouns of the first and third persons in the following way:

1st person: ɲá + mə → mə

3rd person: /ʔ/ + mə → mə

For example:

ɲá leyɛi kwɛyáɪ tɛɛ mə.

My younger
brother is
taller than I.

kálɔŋ wə lɔŋ sulɔŋ kɛtɛɪ tɛɛ mə.

The chief's son is
bigger than he.

NEW VOCABULARY

tɛɛ to pass, to surpass

9. Repetition Drill

Teacher

ɲálɔŋ kpákpaɪ tɛɛ tom mə.
tom kpákpaɪ tɛɛ zinā mə.

Student

ɲalɔŋ kpákpaɪ tɛɛ tom mə.
tom kpákpaɪ tɛɛ zinā mə.

1. zinā lɛɪɛɪ tɛɛ momɔɔ mə.

6. ɲɛnfi nyómɔɪ tɛɛ ɲálɔŋ mə.

2. zinā kpákpaɪ tɛɛ ɲɛnfi mə.

7. ɲálɔŋ nyómɔɪ tɛɛ ɲɛnfi mə.

3. ɲiláɪ kɛtɛɪ tɛɛ tɛɛɪ mə.

8. ɲɛnfi lɔŋ kpákpaɪ tɛɛ ʒulɔŋ mə.

4. tɛblɛɪ kɛtɛɪ tɛɛ ʒeɪsɛŋ mə.

9. ɲiŋáɪ kɛtɛɪ tɛɛ moliɪ mə.

5. ɲwúɪɪ kwɛyáɪ tɛɛ pɛɪɛɪ mə.

10. moliɪ kɛtɛɪ tɛɛ ɲiláɪ mə.

10. Repetition Drill

Teacher

ηά κπάκπάι τέε μα.
 ηέιέι τέε ί μα.

1. κέτέι τέε μα.
2. κέτέι τέε δι μα.
3. τότό κέτέι τέε δι μα.
4. momóó lélélí téé má.
5. zinâ lélélí téé má.

Students

ηά κπάκπάι τέε μα.
 ηέιέι τέε ί μα.

6. ηέιέι τέε ί μα.
7. ηά κπάκπάι τέε ί μα.
8. κπάκπάι τέε μα.
9. κπάκπάι τέε μα.
10. ηýó móí téé má.

11. Transformation Drill

Teacher

ηcnfi κέτέι
 ηάλόν κέτέι

1. ηcnfi κέιέι.
2. ḡbuŋi kwéyál
3. ηά nâŋ lélélí
4. tísâi lélélí
5. ηά pélélí κέτέι
6. í kpíllí κέτέι
7. ηcnfi lónŋ ŋí lélélí
8. ḡwúlíŋí ŋí kwéyál
9. wó sulŋŋ nyó móí
10. kálòŋ wó ηcnfi κπάκπάι
11. suai ŋí lélélí
12. kíēŋ ŋí κέτέι
13. ηcnfi ŋí wó mólon lélélí
14. yàtà wó seyei
15. tísâi nyó móí

Verbal

Cue

ηάλόν
 sulŋŋ lónŋ

ηcnfi lónŋ

móál

ηά leei

ηά leyii

í pélélí

wó kpíllí

ηcnfi lónŋ tí

ḡwúlíŋí tí

í sulŋŋ

ηά ncñi

suai tí

kíēŋ tí

ηcnfi tí wó mólon

mùsú wó seyei

ηά

Students

ηcnfi κέτέι τέε ηάλόν μα.
 ηάλόν κέτέι τέε sulŋŋ lónŋ μα.

12. Chain Drill

Teacher : kòlò kété káá ná yéí.

Student 1 : ná kòlò kété tée í kòlò mà.
kpíli kété káá ná yéí. (to Student 2)

Student 2 : ná kpíli kété tée í kpíli mà.
leyi nyómó káá ná yéí. (to Student 3)

Student 3 : ná leyi nyómó tée í leyi mà.
(Continue in this way with each student in the class.)

GRAMMAR POINT

Old Pattern:	Èáá	ká tí?	Is that a knife?
New Pattern:	Èáá	nénè ká tí?	Which knife is that?

/nénè/ comes directly after the noun and may be translated as "what" or "which".

13. Repetition Drill

Teacher

- nálòg nénè ká tí?
není nénè ká íí?
1. nálòg nénè ká íí?
 2. kpólò nénè ká tí?
 3. kòlò nénè ká tí?
 4. kpálàg nénè ká tí?
 5. pélé nénè ká íí?

Students

- nálòg nénè ká tí?
není nénè ká íí?
6. sua nénè ká íí?
 7. taai nénè ká tí?
 8. Èoli nénè ká tí?
 9. lóg není nénè ká íí?
 10. lóg sulòg nénè ká íí?

14. Substitution Drill

Teacher

lón sulón nénè ká tí?
pélé

Student

lón sulón nénè ká tí?
pélé nénè ká tí?

- | | | | | |
|-------------|--------------|---------|----------|---------------|
| 1. ncní | 3. nálon | 5. pélé | 7. misên | 9. ncní lón |
| 2. lón ncní | 4. lón sulón | 6. wúlú | 8. sua | 10. sulón lón |

15. Response Drill

Answer the question using the cue given by the teacher.

Teacher

Verbal Cue

Students

kòlò nénè ká tí?
wulò nénè ká tí?

kété
ná

kòlò kété ká ní.
ná wuloi ká ní.

1. kpíll nénè ká tí?
2. senkáú nénè ká tí?
3. sulón lón nénè ká tí?
4. ncní lón nénè ká tí?
5. pélé nénè ká tí?
6. ñilâ nénè ká tí?
7. taa nénè ká tí?
8. misên nénè ká tí?
9. kpálàn nénè ká tí?
10. seisên nénè ká tí?

ñcní wò
kú
kwéyá
lélé
í
nyómó
kálòwò wò taaí
lélé
kété
wò

16. Response Drill

Ask questions to fit the following answers.

Teacher

Students

sua lélé ká ní.
í nân ká ní.

sua nénè ká tí?
nân nénè ká tí?

1. kpín kwéyá ká ní.
2. misên lélé ká ní.
3. ncní kété ká ní.
4. gbuû kwéyá ká ní.
5. nálon kpákpá ká ní.

6. ká pélé ká ní.
7. di kpálàn ká ní.
8. ñáí nyómó ká ní.
9. ná leeí ká ní
10. tùmáláá lélé ká ní.

C U L T U R A L M A T E R I A L A N D
L A N G U A G E L E A R N I N G A C T I V I T I E S

BURNING A FARM

Throughout Liberia, the crops are rotated whenever it is feasible. Because of this, the remnants of the last year's growth must be cleared from the farmsite before the new crops can be planted. Towards the end of the dry season, in February, March, or April, the old brush is cleared, branches are chopped and stacked in piles. After the site has been cleared, it is allowed to dry out for a month or so and then it is burned. Though this is ordinarily the job of the men, sometimes an entire family will join in the work. The fires are set with kpâlêñ, or torches made from bamboo. If the farmsite has dried thoroughly it will burn in one day. After several days, the family will return and clear the site of the burned debris. When the rains come, the ashes that remain will serve to fertilize the newly sown crop.

SITUATIONS

Three people will come up before the class and act out the following scene:

Tokpâ, a teacher from Kákátà, is telling a newly-arrived American about his school. After a minute or so, Súmó, who has been visiting with the town chief, comes and greets them. Tokpâ introduces Súmó to his friend and they chat for three or four minutes.

Try to use all the new constructions you have learned and also new material from the dialogues.

DICTATION

Your instructor will give you five minutes of dictation. It will include material from the last three lessons and at least three expressions from the last unit. When you have finished, exchange papers with your neighbor, and the class will go over the material together.



kwa pàl lli
kpalanya lónú mǎ?

èè, í pà là
gbíà le mení mǎ



IV
LESSON
FOUR



ná pà là gbíà dà
gbuú kú nòòí tée là.

kwa ná kélà
kwaà wǎǎ
nòòí tée.



ké ní ná pà là
gbíàí dà gbuúí?

kpaà, kwa pàl
kpalèn tée.



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - "Burning a farm."

Tom : kwaa pál lfi kpálàna lónfi mà.

Are we going to the farm right now?

Slàfá : ěc, í pà là gbà lé mení mà?

Yes, why did you bring a cutlass?

Tom : ná pà là gbà dà gbuú kú nòòí tée là.

I brought a cutlass and axe so we could cut the bush.

Slàfá : kwa ná kélú kwaâ wóó nòòí tée.

My uncle and I cut bush long ago.

Tom : kě ní ná pá là gbàí dà gbuúí?

Well, shall I bring the cutlass and the axe?

Slàfá : kpáà, kwaa pál kpalcŋ téeí

No, we'll cut bamboo torches.

USEFUL EXPRESSIONS

pcñc là!

bring it back!

ná pó ká tí.

that is mine.

GRAMMAR POINTS AND DRILLS

REVIEW

1. Moving Slot Drill

Teacher

ñcnfi kɛtɛl tɛɛ nɔ́lɔŋ mà?
lɛ́lɛ́l
tɪsɔ́i

1. kpákpaɪ
2. kɔ́lɔŋ
3. sɔ́lɔŋ
4. ñeei mà

5. ñɛŋ mà
6. nɔ́lɔŋ
7. ñeei
8. kɛtɛl

Student

ñcnfi kɛtɛl nɔ́lɔŋ mà?
ñcnfi lɛ́lɛ́l tɛɛ nɔ́lɔŋ mà?
tɪsɔ́i lɛ́lɛ́l tɛɛ nɔ́lɔŋ mà?

9. ñeyei mà
10. nyɔ́mɔ́l
11. tɔm
12. nɔ́

2. Substitution Drill

Teacher

ɲilâ kɛtɛ káá f yéɪ?
nyɔ́mɔ́
nɛ́nɛ́

1. pɛ́lɛ́
2. kpálàŋ
3. kɛtɛ
4. nyɔ́mɔ́
5. nɛ́nɛ́

6. ncni
7. sulɔŋ
8. kpákpa
9. lɛ́lɛ́
10. nɛ́nɛ́

Student

ɲilâ kɛtɛ káá f yéɪ?
ɲilâ nyɔ́mɔ́ káá f yéɪ?
ɲilâ nɛ́nɛ́ káá f yéɪ?

3. Response Drill

Teacher

ɲilâ nɛ́nɛ́ káá f yéɪ?
kpíll nɛ́nɛ́ káá f yéɪ?

1. pɛ́lɛ́
2. kpálàŋ
3. ɓoli
4. kɔ́lɔ
5. gbuú

6. ncni
7. suiɔŋ
8. kɔ́lɔŋ
9. nyéɛ
10. wulo

Student

ɲilâi kɛtɛ káá nɔ́ yéɪ.
kpílli kɛtɛ káá nɔ́ yéɪ.

GRAMMAR POINT

Old Pattern: ñeyii káá ná yéì.

I have the pot.

New Pattern: ñeyii káá ná pó.

The pot is mine.

This means, literally, "the pot is to me." This usage denotes specific ownership; i.e., "it is mine not yours."

kpálàn káá í pó.

The farm is yours.

móál káá pó.

The knife is his.

4. Repetition Drill

Teacher

kpálàn ní káá ná pó.
pélélí tí káá dí pó.

1. kpìlẹ ní káá kú pó.
2. mólẹ tí káá pó.
3. kpílíí tí káá í pó.
4. ñwuloi ní káá ná pó.
5. ñeyii ní káá dí pó.

Students

kpálàn ní káá ná pó.
pélélí tí káá dí pó.

6. kpálàn tí káá kú pó.
7. òeísẹ tí káá ka pó.
8. mál ní káá í pó.
9. íéblélí ní káá pó.
10. íéélí tí káá ná pó.

NEW VOCABULARY

kàrà	bamboo mat
sañe	bottle
sama	gift

5. Substitution Drill

Teacher

kpólól ní káá pól.
káràì

1. ààñei
2. àamai
3. kpíllí
4. tùmàlál
5. kpólól

6. misèq
7. káràì
8. àuai
9. ààñei
10. kílèq

Students

kpólól ní káá pól.
káràì ní káá pól.

11. ààñai
12. àeyei
13. òyál
14. kpólól
15. káràì

6. Moving Slot Drill

Teacher

ààñei ní káá qá pól.
káràì
f

1. pól
2. kpíllí
3. àamai
4. kú
5. mól

6. kpólól
7. ka
8. misèq
9. pólól
10. qá

Students

ààñei ní káá qá pól.
káràì ní káá qá pól.
káràì ní káá f pól.

11. àamai
12. ààñei
13. f
14. káràì
15. kpólól

GRAMMAR POINT

Old Pattern: ààñei ní káá qá pól.

This bottle is mine.

New Pattern: ààñei ní káá gbcè pól?

Whose bottle is this?

You have already used /gbcè/ at the beginning of a question, as in /gbcè káá tíf kíl 5é?/ "Who is working here?" When it is used before /pól/, it means "whose" (literally: to whom)

mólq ní káá gbcè pól?

Whose rice is this?

7. Repetition Drill

Teacher

sañei ɲi káá gbeɛ pɔ?
pɛlɛl ɲi káá gbeɛ pɔ?

1. ɛbuɔi ɲi káá gbeɛ pɔ?
2. ɛeiseɛ ɲi káá gbeɛ pɔ?
3. kɛpálàn kɛtɛ ɲi káá gbeɛ pɔ?
4. ñɛnfi lɛlɛ ɲi káá gbeɛ pɔ?
5. ɛulɔɲ lɔɲ ɲi káá gbeɛ pɔ?

Students

sañei ɲi káá gbeɛ pɔ?
pɛlɛl ɲi káá gbeɛ pɔ?

6. káràì kɛtɛ tɪ káá gbeɛ pɔ?
7. ɛamai lɛlɛ tɪ káá gbeɛ pɔ?
8. sañei ɲi káá gbeɛ pɔ?
9. molii tɪ káá gbeɛ pɔ?
10. molɔɲ ɲi káá gbeɛ pɔ?

8. Transformation Drill

Change these statements to questions

Teacher

kɔlɔi ɲi káá ɲá pɔ.
káràì tɪ káá di pɔ.

1. kɔlɔpɛlɛl ɲi káá kú pɔ.
2. ñeyii kɛtɛ káá ñɛnfi pɔ.
3. kɛpólól kɛtɛ káá kálɔɲ pɔ.
4. mál lɛlɛ káá ɲá nāɲ pɔ.
5. kɛpílli kɛtɛ káá f pɔ.

Student

kɔlɔi ɲi káá gbeɛ pɔ?
káràì tɪ káá gbeɛ pɔ?

6. kállì káá f leei pɔ.
7. misɛɲ ɲi káá ñɛnfi pɔ.
8. sañei ɲi káá ñɛnfi pɔ.
9. káràì tɪ káá tɪsāi pɔ.
10. kɛpɔɲ tɪ káá ɲá pɔ.

9. Response Drill

Answer the following questions with /ɲá/.

Teacher

kɛpálàn ɲi káá gbeɛ pɔ?
ɲɛlɛl ɲi káá gbeɛ pɔ?

1. sañei tɪ káá gbeɛ pɔ?
2. káràì tɪ káá gbeɛ pɔ?
3. kiɛɲ ɲi káá gbeɛ pɔ?
4. ɛeyei ɲi káá gbeɛ pɔ?
5. tùmáláál tɪ káá gbeɛ pɔ?
6. misɛɲ tɪ káá gbeɛ pɔ?

Student

kɛpálàn ɲi káá ɲá pɔ.
ɲɛlɛl ɲi káá ɲá pɔ.

7. kɛpólól kɛtɛ káá gbeɛ pɔ?
8. kɛpálàn kɛtɛ káá gbeɛ pɔ?
9. káràì lɛlɛ káá gbeɛ pɔ?
10. ñɛnfi lɔɲ lɛlɛ káá gbeɛ pɔ?
11. molii nyɔmɔ káá gbeɛ pɔ?
12. ɲilāi nyɔmɔ káá gbeɛ pɔ?

10. Response Drill

Repeat exercise 9, answer the questions with the teacher's verbal cues.

Teacher	Cue	Students
kpálàn ńí káá gbɛ́ ɓó?	kálòṅ	kpálàn ńí káá kálòṅ ɓó.
ṅèlì ńí káá gbɛ́ ɓó?	fólómó	ṅèlì ńí káá fólómó ɓó.
1. sañei tí káá gbɛ́ ɓó?	tisâi	
2. káràì tí káá gbɛ́ ɓó?	ñcnfi	
3. kíèṅ ńí káá gbɛ́ ɓó?	tótó	
4. òeyei ńí káá gbɛ́ ɓó?	ńá nân	
5. òumàláláì tí káá gbɛ́ ɓó?	f leei	
6. òisèṅ tí káá gbɛ́ ɓó?	òusú	
7. kpólólí kété káá gbɛ́ ɓó?	f	
8. kpálàn kété káá gbɛ́ ɓó?	kálòṅ	
9. káràì lélé káá gbɛ́ ɓó?	kú	
10. ñcnfi lón lélé káá gbɛ́ ɓó?	f leyei	
11. òolii nyómó káá gbɛ́ ɓó?	yàtà	
12. ṅilâi nyómó káá gbɛ́ ɓó?	ɓó	

GRAMMAR POINT

Old Pattern: kálòṅ wɔ̃ ncnfi ká ńí.

This is the chief's wife.

New Pattern: gbɛ́ wɔ̃ ncnfi ká ńí?

Whose wife is this?

This means literally, "who his wife ..."

gbɛ́ wɔ̃ ncnfi òeyei wáà sáà ɲele wáá?

"Whose wife washed the clothes this morning?"

11. Repetition Drill

Teacher

gbecê wô kòlòl ká tíf?

gbecê wô kòlòl ká níf?

1. gbecê wô bókál ká níf?

2. gbecê wô nêlíl ká níf?

3. gbecê wô seisêñ ká tíf?

4. gbecê wô bolíl ká tíf?

Students

gbecê wô kòlòl ká tíf.

gbecê wô kòlòl ká níf.

5. gbecê wô nínai ká tíf?

6. gbecê wô kálíl ká tíf?

7. gbecê wô gbáfàl ká níf?

8. gbecê wô gbuúí ká níf?

12. Response Drill

Supply questions for the following answers

Teacher

pélél tíf káá pò.

sañei níf káá náf pò.

1. kàràl tíf káá í pò.

2. misêñ níf káá kú pò.

3. kpólól tíf káá ká pò.

4. šeyei níf káá pò.

5. kálíl tíf káá dí pò.

Students

gbecê wô pé-él ká tíf?

gbecê wô sañei ká níf?

6. šamai níf káá náf pò.

7. šeqkáúl tíf káá í pò.

8. gbuúí níf káá kú pò.

9. šuai tíf káá pò.

10. sañei níf káá náf pò.

13. Chain Drill

Teacher : gbecê wô kpólòl káá í yél?

Student 1 : mùsú wô kpólòl káá náf yél.

gbecê wô kòlòl káá í yél?

Student 2 : tísâi wô kòlòl káá náf yél?

(Continue in this way until each student in the class has asked his neighbor a question.)

14. Moving Slot Drill

Teacher

hálòṅ wò sañei káá Bě.
 ùlòṅ wò sañei káá Bě.

- | | |
|---------------|--------------------|
| 1. naa | 8. pélélì mù |
| 2. kàràì | 9. lóò kpálàṅa |
| 3. ṅá kàràì | 10. àaì ù |
| 4. í | 11. kálòṅ |
| 5. kàràì | 12. kálòṅ wò ncnfi |
| 6. è kè | 13. wò sulòṅ |
| 7. tèblélì mà | 14. wò sɛṅkáu |

Students

hálòṅ wò sañei káá Bě.
 ùlòṅ wò sañei káá Bě.

- | |
|----------------|
| 15. káá Bě |
| 16. pélélì mù |
| 17. tèblélì mà |
| 18. káá ṅá yél |
| 19. Bě |
| 20. wò sañei |
| 21. hálòṅ |

15. Transformational Drill

Change these sentences to the past tense.

Teacher

ṅaā lí lóò kpálàṅa
 í fé ní lí ní dùkóò

1. aā tùmàláláí kwéíé.
2. í fé ní wóò kálòṅ káá ní.
3. daā ncnfi wò téeí yíá.
4. ṅaā sua ṅííí à wulò.
5. tísáí aā lí àaì ù.
6. kwaā mísɛṅ téeí ùlòṅ pò.

Students

ṅá lí lóò kpálàṅa
 í fé lí ní òhókóò

7. kú fé ní wóò lóhókó ní pò.
8. di fé ṅí seye wáá ní.
9. ncnfi wò Bolíí aā kíré séyé.
10. ṅaā tóúlóò kpéíé.
11. ṅá fé ní tíí kè ní kpálàṅa.
12. ka fé ní ka tíí kpéé ní.

16. Response Drill

Teacher

gbɛɛ wò samai ká ṅí?
 sañe ncnfi ká tí?

1. kpóló ncnfi káá í yél?
2. gbɛɛ wò ṅèlì káá òyél?
3. kálì ncnfi káá Bě?
4. gbɛɛ wò téeí káá í yél?
5. leyí ncnfi káá naa?
6. gbɛɛ wò samai káá kú yél?

Students

yàtá wò samai ká tí.
 sañe kété ká tí.

7. pe e ncnfi a lí tótóta?
8. gbɛɛ wò sañe káá òyél?
9. pélè ncnfi ká tí?
10. gbɛɛ wò ncnfi kétéí?
11. tùmàlálá ncnfi kétéí?
12. gbɛɛ wò sulòṅ lélélì?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

peñc là! Bring it back! This is the same là you have used with pá and lí. peñc means "to turn around" or "come back."

HUNTING

In Liberia, the rain forest abounds with many different types of game. During the rainy season, hunting is especially good. In some areas, a large group of men will remain in the forest for one or two days, hunting with their dogs. At night, equipped with their carbide lamps, the men generally hunt in pairs. Most hunting is done with guns, kpánà, though occasionally a bow and arrow, kelân dà tuân, is seen. One of the hunter's most common quarry is lómá, or red deer. After a successful hunt, the men may also return with kwala "monkey," técé "black deer," boi "bush-hog," píi "porcupine," or kwékwé "guinea fowl."

Have your instructor describe the animals which are new to you and also, give you the names of several more. List them in your notebook for reference.

QUESTIONS AND ANSWERS

Student 1 will turn to Student 2 and ask him a question. After answering it, Student 2 will turn to Student 3, and ask of him a question based on his answer to Student 1.

Student 1: í lí mí wéé?

Student 2 (to Student 1): ńá lí lóo kpálàńa wéé.

(to Student 3): lé ué í kè naa?

Student 3 (to Student 2): ńá tóúlób ylà.

(to Student 4): í tóúlób ylà lé mēni mà?
etc.

Try to make one topic change naturally into another. In this way you will avoid repetitions.



D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Slàfá and Tom go back to the farm to pile up the debris into mounds.

Slàfá: kú lí kpálàṅa kú tíf mà tíf!

Let's go to the farm to clean up the debris!

Tom : kú tíf kè à ḡánáá wéé, ṅá fíf kpéél!

We worked so hard yesterday. I'm tired.

Slàfá: kú fé pál túál naa sáà.

We won't stay too long today.

Tom : oowéí, ṅaa pál ṅa seye pòlòí tóóí mà!

Yes, I'm going to put on my old clothes.

Slàfá: ěc, ṅá í mà kpóṅfí.

Yes, I'll wait for you.

Tom : kwaa pál wónó kél à mà nòó.

Will we get dirty again?

Slàfá: nyàà, yaa mù, 'í ké kpálàṅa tíf ké!

There you go again with that! And you say you're going to work on a farm yet!

USEFUL EXPRESSIONS

táí káá í yéí?

Do you have time?

féé ṅá lí.

I must go.

GRAMMAR POINTS AND DRILLS

1. Moving Slot Drill

Teacher

hálòṅ kétéì
hcnfi
lélélì

Student

hálòṅ kétéì.
hcnfi kétéì
hcnfi lélélì

1. sulòṅ lóṅ

6. kétéì

11. nyómóì

2. kpákpáì

7. kálòṅ wò ncnfi

12. kétéì

3. nyómóì

8. lélélì

13. ṅá seyei

4. kálòṅ

9. kpákpáì

14. í leei

5. kwéyáì

10. hálòṅ wò molii

15. lélélì

2. Question-Response Drill

Answer all questions with "tomorrow."

Teacher

hcnfi kété káá lfi dùkòò?
hálòṅ kpákpá káá mál míl?

Student

hcnfi kété a pál lfi tínáá.
hálòṅ kpákpá a pál mál míl tínáá.

1. sulòṅ lóṅ káá tíf kèì Bè?

7. sulòṅ kété káá hooi wólólì?

2. tísàì lélé káá lfi òyáì lá?

8. hāṅ kété káá mál míl?

3. hcnfi kété káá sua ṅlflì?

9. hēei lélé káá ṅèlì téélì?

4. kálòṅ kpákpá káá lóṅólì ṅá pò?

10. kálòṅ kwéyá káá kířè seyei?

5. hálòṅ nyómó káá nyíl Bè?

11. tísàì nyómó káá seisēṅ mà?

6. hcnfi lóṅ lélé káá seye wáál?

12. hcnfi lélé káá pál loo kpálàṅa?

3. Transformation Drill
Make these sentences negative.

Teacher

ḡá káá pái ḡáííí.
í ncníí léléí

1. wḡ ḡolii a pái líí naa.
2. kálòḡ wḡ péííí kétéíí.
3. ḡá nḡ a pái ǸǸ.
4. kwaa pái tùḡaláá mǐí.
5. daa pái ḡooi wólólí.
6. ḡulḡḡ wḡ ḡbuíí kwéyáíí.
7. ḡcníí wḡ seyei léléí.

Student

ḡá fé pái ḡáííí ḡíííí.
í ncníí fé léléí níí.

8. í Ǹolii nyóḡḡí
9. ḡá ncníí kpákpáíí.
10. yaa pái tíí kǸí ǸǸ.
11. kwaa pái ḡooi wólólí.
12. a pái ḡeyei léléí wááíí.
13. tíííí wḡ kòlòí kétéíí.
14. kálòḡ wḡ scḡkául káá naa.

15. ḡulḡḡ lḡḡ kétéíí wḡ leeí káá ǸǸ.

4. Chain Drill

Teacher : lé ué káá í yéíí?

Student 1 : péíí kétéíí káá ḡá yéíí.
lé ué káá í yéíí?

Student 2 : ḡilâ nyóḡḡ káá ḡá yéíí.

5. Chain Drill

Teacher : lé ué yaa kǸíí?

Student 1 : ḡaa pái seye wááíí tííííí.
lé ue yaa kǸíí?

Student 2 : ḡaa pái tùḡaláá mǐí tííííí.

(Continue in this way with all the students in the class.)

6. Moving Slot Drill

Teacher

ḡaa misḡḡ mǐí.
ḡá káá
lá mǐí

Student

ḡaa misḡḡ mǐí.
ḡá káá misḡḡ mǐí.
ḡá káá lá mǐí.

1. tùḡaláá

6. kwéííí

11. kpéííí

16. ḡwááíí

2. ḡaa

7. kpéííí

12. yaa

17. káá

3. yíáíí

8. tóulóló

13. í káá

18. ḡyíáíí

4. ḡííííí

9. yíáíí

14. seye yíáíí

19. lá mǐí

5. wulo

10. yá

15. wááíí

20. mǐí

7. Transformation Drill

Substitute the object pronoun "it".

Teacher

naa leyi wáál à kpóló.
a ñèlìlì téél à gbà.

1. kwaa ùuài ñílíl à wulò.
2. misèn séyé!
3. kálòṅ wò ncnfi káá seye wáál à ñyéí.
4. naa kpóló mfi à yéí.
5. yaa tóúlóò kpélél?
6. í leeí a molòṅ wélíl?

Students

naa ñwáál à kpóló.
a téél à gbà.

7. ná nāṅ a leyii wáál à kpóló.
8. ùulòṅ lón a ñooi wólól à kálì.
9. a manāṅ téél à gbà.
10. lón ncnfi a tùmàláá mfi à ñyéí.
11. yaa Boli yíál à seṅkáú.
12. naa seye kúlál kípílfi ùù.

8. Chain Drill

Use the general present followed by /à/ and a noun.

Teacher : yaa sua ñílíl à wulò?

Student 1: òò, naa ñílíl à wulò.
yaa seye wáál à kpóló?

Student 2: òò, naa ñwáál à kpóló.

(Continue in this way with all the students in the class.)

9. Response Drill

Answer negatively

Teacher

yaa seye wáál à wulò?
yaa misèn mfi à kálì?

1. yaa ñèlìlì téé à yéí?
2. yaa tùmàláá ñílíl à gbuù?
3. yaa seye kúlál à kálì?
4. yaa misèn mfi à seṅkáú?
5. yaa tíí kèí à yéí?
6. yaa ñílíl à kípílfi?
7. yaa ñyíál à tùmàláá?

Students

kpáà, naa ñwáál à kpóló.
kpáà, naa mfi à yéí.

8. yaa tóúlóò kpélél à yéí?
9. yaa seye wáál à gbuù?
10. yaa líí gbàṅá à seisèn?
11. yaa téblé yíál à seṅkáú?
12. yaa misèn ñílíl à wulò?
13. yaa seṅdā kwólól à misèn?
14. yaa lóṅól kálòṅ pò à yéí?

15. yaa ñooi wólól à kpóló?

10. Discrimination Drill

The teacher will pronounce a phrase. You answer /oowêi/ if the phrase contains the present perfect form of the verb. Answer, /kpáà/ if it does not.

Teacher

ɲaa lɪl dũkɔɔ
ɲaa lɪ dũkɔɔ.

Student

kpáà.
oowêi.

- | | |
|-------------------------|--------------------------------|
| 1. ɲaa lɔŋɔl pɔ. | 11. kwa káá tɪf kɛl sáà. |
| 2. ɲá lɔŋɔ pɔ. | 12. kwaâ tɪf kɛ sáà. |
| 3. ɲaa lɔŋɔ pɔ. | 13. di kɪrɛ sɛyɛ lɔɔ kpálàɲa. |
| 4. yaa sua mɪl. | 14. daâ kɪrɛ sɛyɛ lɔɔ kpálàɲa. |
| 5. yaa mɪl. | 15. di fáà molii tɛɛ ɲá pɔ. |
| 6. yaâ mɪf. | 16. ka káá kòlòl tɛɛl ɲá pɔ. |
| 7. a misɛɲ ɲɪlɪl à yá. | 17. kaâ kòlòl tɛɛl kú pɔ. |
| 8. aâ misɛɲ nɪlɪl à yá. | 18. a ɲɛlɪl tɛɛl à gbuû. |
| 9. kwaâ lɪ tótótà. | 19. aâ ɲooi wóló à kálì. |
| 10. kú fé lɪ nɪ tótótà. | 20. ɲaa tɪf kɛ kpálàɲa. |

11. Transformation Drill

Change from the simple past tense to the present perfect tense.

Teacher

ɲá lɪ lɔɔ kpálàɲa.
è mál ɲɪlɪl à wulɔ.

Students

ɲaa lɪ lɔɔ kpálàɲa.
aâ mál ɲɪlɪl à wulɔ.

- | | |
|--------------------------|-------------------------------|
| 1. í wɔɔ tɪf kɛ ɛɛ? | 8. di kpɔlɔ kɛtɛ kwɛlɛ wɛɛ? |
| 2. í tùmáláá ɲɪlɪl wɛɛ? | 9. í lɪ pɛlɛl kɛtɛ mù? |
| 3. è sɛyɛ wáá wɛɛ? | 10. í pà lɔɔ kpálàɲa wɛɛ? |
| 4. è lɔŋɔ kálɔɲ pɔ? | 11. è lɔŋɔ ɲɛnɪ lɛlɛ pɔ? |
| 5. kú ɲooi wóló à kálì? | 12. è tɪf kɛ ɲɛnɪ wɔ kpálàɲa? |
| 6. kú ɲɛlɪl tɛɛ à gbuû? | 13. kú sɛyɛ kùlà kpíllɪl ɛû? |
| 7. di molii kɛtɛ yà wɛɛ? | 14. kú kùlà tɛblɛl mà? |
| 15. í tɪf kɛ à yɛf? | |

12. Repetition Drill

➔ Present perfect negative

Teacher

- ḡá fé ní pá ní Ẹ́.
fé ní lónó ní kálòṅ pó.
1. í fé ní lí ní dùkóó.
2. kú fé ní pá ní òyál lá.
3. fẹ́ ní sẹ́káú sẹ́y ní.
4. dí fé ní lónó ní tísàí pó.
5. ḡá fé ní sẹ́dà míí ní.
6. ḡá leeí fé ní pá ní Ẹ́.
7. í nāṅ fé ní tíf kẹ́ ní naa.

Students

- ḡá fé ní pá ní Ẹ́.
fé ní lónó ní kálòṅ pó.
8. wò ncnfi fé ní sẹ́y wáá ní.
9. wò sulòṅ fé ní òuai míí ní.
10. nàlòṅ kwéyál fé ní ḡèlì tée ní.
11. ncnfi lélé fé ní òyál kpélé ní.
12. fẹ́ ní molií kpákpá kwéle ní.
13. fẹ́ ní molií kpákpá kwéle ní.
14. í fé ní í yéí wáá ní.

15. ḡá fé ní kpée ní.

13. Response Drill

Answer these questions in the present perfect.

Teacher

- tótó aā lí mí?
lé ué tótó aā òyálá?
gbẹ́ẹ́ aā sẹ́y wáá?
1. yaā misẹ́ṅ sẹ́y mí?
2. mùsú aā lí mí?
3. kaā pá mí?
4. lé ué yaā kwéle?
5. lé ué yaā òyálá?
6. lé ué ncnfi aā míí?

Students

- tótó aā lí òyál lá.
tótó aā Ẹ́lí yíá.
tótó aā sẹ́y wáá.
7. gbẹ́ẹ́ aā òoóí wóló?
8. gbẹ́ẹ́ aā kàràí tée?
9. gbẹ́ẹ́ aā Ẹ́nẹ́í wóló?
10. kálòṅ aā lí mí?
11. gbẹ́ẹ́ aā tíf kẹ́ Ẹ́?
12. lé ué kwaā kẹ́?

14. Response Drill

Answer these questions negatively.

Teacher

- yaā sẹ́y kula kpólò sū?
í leye aā lí lóo kpálàṅa?
1. yaā kòlòí ní yíá?
2. yaā wóó wulo kpélé?
3. yaā wóó nyíí k̀pìṅ ní mà?
4. yaā tíf kẹ́ kálòṅ wò kpálàṅa?
5. yaā lónó ncnfi kwéyá pó?
6. yaā wóó lí dùkóó?

Students

- ḡá fé ní sẹ́y kula ní kpólò sū.
ḡá leye fé ní lí ní lóo kpálàṅa.
7. í nāṅ aā pá Ẹ́?
8. í ncnfi aā sẹ́y yíá?
9. í tísàí aā tùmàláá míí?
10. í sulòṅ aā sua ḡílí?
11. í leye aā lónó ḡá pó?
12. í leeí aā sẹ́káú tée í pó?

15. Repetition Drill
Comparative adjectives

Teacher

- ḡá kétéí tée mà.
í kétéí tée kálòḡ mà
1. kú lélélí tée diá.
 2. kwéyál tée mà.
 3. í nyómóí tée í leyeí mà.
 4. ḡá nāḡ kétéí tée í nāḡ mà.
 5. í tisāí lélélí tée yáá.

Students

- ḡá kétéí tée mà.
í kétéí tée kálòḡ mà.
6. ḡá kpákpál tée mà.
 7. kwéyál tée mà.
 8. wó ncníí lélélí tée ḡá leeí mà.
 9. í kétéí tée mà.
 10. nyómóí tée mà.

16. Transformation Drill
Produce comparative sentences

Teacher

- ḡá kétéí ḡcníí fé kété ní
é lélélí í lee fé lélé ní.
1. í kétéí. ḡálòḡ fé kété ní.
 2. ḡá kwéyál. tisāí fé kwéyá ní.
 3. ḡélélí. kálòḡ fé lélé ní.
 4. í kpákpál. sulòḡ lóḡ fé kpákpá ní.
 5. ḡá nyómóí. ḡilāí fé nyómó ní.

Students

- ḡá kétéí tée ḡcníí mà.
í lélélí tée í lee mà.
6. kwéyál. ḡcníí fé kwéyá ní.
 7. í kétéí. í leeí fé kété ní.
 8. nyómóí. wó ncníí fé nyómó ní.
 9. ḡálóḡ kpákpál. wó sulòḡ fé kpákpá ní.
 10. ḡá lélélí. ḡá leyeí fé lélé ní.

17. Repetition Drill
Use the question word, "which?"

Teacher

- nálóḡ ncné ká tí?
tisā ncné káá líí gbàḡá?
1. ncníí ncné ká ḡí?
 2. ncníí ncné a pál misēḡ ḡíííí?
 3. nálóḡ ncné a šuai míí?
 4. kálòḡ ncné è seisēḡ ylá?
 5. sulòḡ lóḡ ncné è lí ḡyál lá?

Students

- nálóḡ ncné ká tí?
tisā ncné káá líí gbàḡá?
6. tisā ncné è lòḡò í pó?
 7. nálóḡ ncné aā tíí kē ēē?
 8. yāā kōlō ncné kwéíé?
 9. aā seye ncné wáá?
 10. daa pál misēḡ ncné ḡíííí?

18. Chain Drill

Teacher : ncnfi káá misēŋ yíál.

Student 1 : ncnfi ncnè ká tí?

Student 2 : ñcnfi kcté ká tí.

Teacher : nálon káá nyfi kplŋ mà.

Student 3 : nálon ncnè ká tí?

Student 4 : ñálon kwéyá ká tí.

(Continue in this way with the sentences below.)

1. kálon káá lóhól pò.

2. ncnfi káá seye wáál.

3. tisá káá kfrè séyéí.

4. sulŋ lon káá tùmáláá mfi.

5. ñcnfi lon káá tí kél pólél mù.

6. ñálon káá tóúló kplél.

7. ncnfi káá seye kwéíél.

8. tisá káá kòlò káál.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

fét ná lĩ means literally "unless I go!" The implication, however, is that one must go.

A FEAST

In Liberia, many occasions are celebrated with a pelê, or feast. The harvest, a birth, a death, the termination of Bush School, a national holiday, -- all of these events warrant a celebration. Many a large feast is given by a chief, a commissioner, or a county superintendent. The gatherings are usually large, with fifty to several hundred people present.

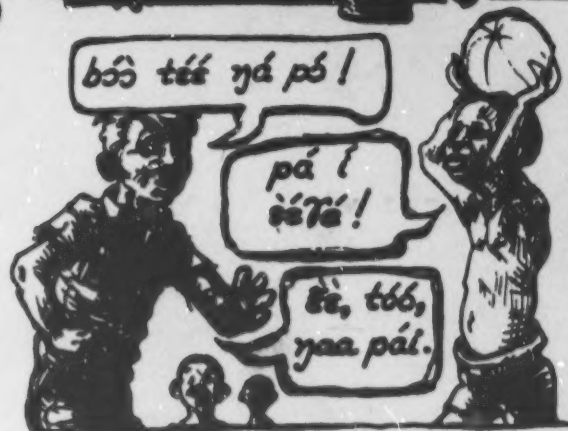
The preparation for a large feast may take a whole month. The men will butcher the cows, goats, sheep, deer, or whatever meats are to be served, and a special committee of women will prepare such foods as palm butter, cassava leaf, dumboy, soup, sauce, and púá rice. (This is a combination of rice cooked with greens, such as okra, and mixed with peppers and other spices.) Many kinds of drinks are served, ranging from bayókó, a distilled cane juice, to imported gin.

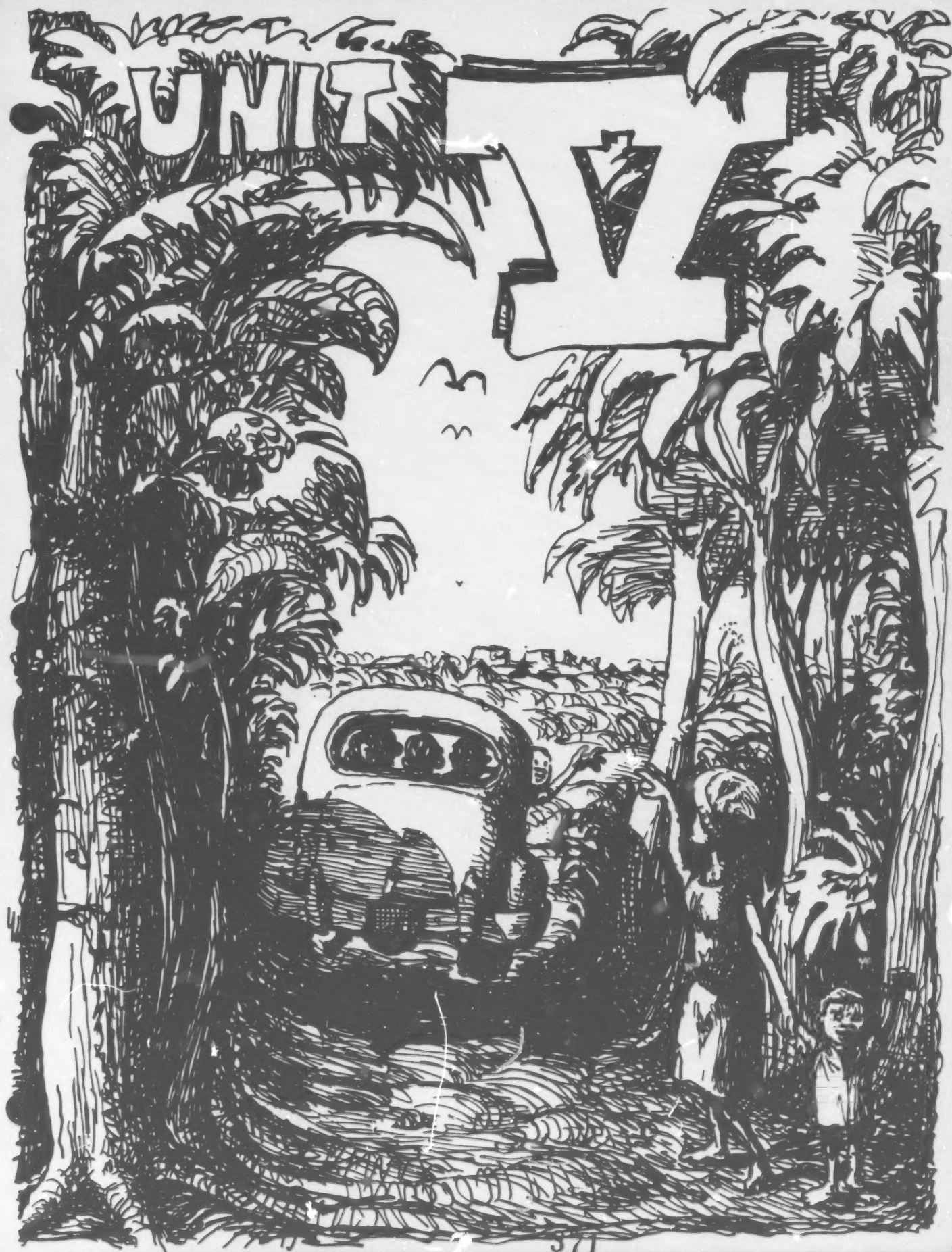
The feast begins early in the day and may last throughout the night. Singers, musicians, drummers, snake dancers, country devils, and other entertainers will perform all day and night. Friends, relatives, neighbors, and well-wishers come from near and far to attend the feast where everyone is welcome.

CARTOONS

A. Your instructor will read the cartoon strip for you twice. Repeat after him the second time. After this he will explain the new words to you so that you can write them in your notebook. The class will then go through the dialogue in the strip at least twice. After this, the instructor will call on several people at a time to read the strip, each one taking a different part.

B. The instructor will divide up the class into groups of three or four people. Each group will create a new dialogue for the cartoon strip and present it before the class. Try to follow the sense of the pictures as well as you can. See which group can make the best dialogue.







D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Tom and Slàfá have finished their work on the farm. They want to get cleaned up before going back to town.

- | | | |
|--------|---|--|
| Tom : | mm̃, tíf è kèlèn à òfílé, kwã kpéé à màféíá! | Well, the burning went very well, we've really finished quickly. |
| Slàfá: | èè, ɾaa ɬwélíí ɾá wáá. kú lí ɬyál lá! | Yes, I want to wash up. Let's go to the water-side. |
| Tom : | ɾá pílí ɬyál èú? | Should I jump in the water? |
| Slàfá: | kpáà, mùsú a pál í yáf kóóí é lí là ɬwààkónàí èú. | No, Musu will dip your water and take it to the bath kitchen. |
| Tom : | wààkpólo ká Bè? | Is there any soap here? |
| Slàfá: | èè, nyà ká ɾí. èéyé! | Yes, here it is. Take it! |
| Slàfá: | yã kpéé wáál kwa pál líí síásíá mà. | When you're finished bathing we'll go for a walk. |

USEFUL EXPRESSION

ɾá fé scɿ kélée míí ní.
í kpóó mcní ká tí!

I haven't eaten anything.
That's your own business!

GRAMMAR POINT

Old Pattern: ɲá káá lɪl tótótà.

I am going to tótótà.

New Pattern: ɲá kɛ lɪl tótótà.

I was going to tótótà.

The past progressive tense is formed in the same way as the present progressive.

Instead of /káá/, use /kɛ/, the past tense of the verb "do, make."

Remember to use the subject pronoun /è/ with the third person singular when there is a noun subject.

hɛnfi káá kiɛŋ ɲɪlɪ à wulo.

The woman is cooking pepper with palm oil.

hɛnfi è kɛ kiɛŋ ɲɪlɪ à wulo.

The woman was cooking pepper with palm oil.

1. Repetition Drill

Teacher

ɲá kɛ lɪl loo kpálàŋa.
kálon wɔ̃ nɛnfi è kɛ seye wáál.

1. f kɛ manɛŋ kwɛlɛl wɛɛ.
2. kɛ ɓoli yíál k̀pálàŋa wɛɛ.
3. ɲá kɛ mál yíál kpálàŋa wɛɛ.
4. tísáí wɔ̃ hɛnfi è kɛ manɛŋ ɲɪlɪ wɛɛ.
5. f kɛ misɛŋ mɪl wɛɛ.

Student

ɲá kɛ lɪl loo kpálàŋa
kálon wɔ̃ nɛnfi è kɛ seye wáál.

6. kú kɛ ñooi wólól wɛɛ.
7. ɲá nāŋ è kɛ tóúlsɔ̃ kpélɛl wɛɛ.
8. kɛ nyɪl k̀pɪŋ mà.
9. ka kɛ kárà tɛɛl wɛɛ.
10. ɲá kɛ lónól pɔ̃ ɲele wíí šú.

2. Transformation Drill

Change these sentences from the present to the past continuous, use /wɛɛ/.

Teacher

ɲá káá seisɛŋ yíál.
ñeei wɔ̃ sulɔ̃ŋ káá lɪl pɛlɛl lá.

1. ɲá káá ɲwáál à kpóló.
2. zinā káá pál pɛlɛl lá.
3. šulɔ̃ŋ káá molii kwɛlɛl.
4. gefóló káá tɛɛ mɪl.

Student

ɲá kɛ seisɛŋ yíál wɛɛ.
ñeei wɔ̃ sulɔ̃ŋ è kɛ lɪl pɛlɛl lá wɛɛ.

5. ɲá káá šuai kulai k̀pɪlli šú.
6. ɲá káá kulai pɛlɛl mù.
7. káá pɛlɛl yíál.
8. káá lɪl k̀òlò pɛlɛl lá.

9. ñeei káá seye wáál.

NEW VOCABULARY

séf	sit
tóó	stand
láf	lie

3. Repetition Drill

Teacher

ná kè séí séísêṅ mà.
í kè láál kplṅ mà.

1. dí kè tóóí ñooí mà.
2. mùsú è kè séí ñooí mà.
3. ná kè tóóí pélélí kwèlè.
4. í kè láál ñooí mà.
5. dí kè tóóí kòlòpélélí kwèlè.

Student

ná kè séí séísêṅ mà.
í kè láál kplṅ mà.

6. ñcnfi è kè séí seisêṅ mà.
7. ñcnfi wò sulṅ è kè séí ñooí mà.
8. ñcnfi kpákpá à kè séí kplṅ mà.
9. ñcnfi kpákpá à kè séí kè séí kplṅ mà.
10. ná kè séí seisêṅ mà.

4. Response Drill

Teacher

lé ué í kè kél wéé?
lé ué í kè kél wéé?

Verbal Cue

séf
tóó

Students

ná kè séí pélélí mù wéé.
ná kè tóóí pélélí kwèlè wéé.

(Continue in this way with each student, providing verbs as verbal cues.)

- | | | | | |
|---------------|------------|---------|--------------|---------|
| 1. lááf | 3. tóó | 5. séí | 7. seye wááf | 9. lááf |
| 2. mananṅ mfi | 4. tée mfi | 6. lááf | 8. tóó | 10. séí |

5. Substitution Drill

Teacher

kè tóóí kpálàṅa
tíf kél

Students

è kè tóóí kpálàṅa
è kè tíf kpálàṅa

- | | |
|--------------------|------------------------|
| 1. nyfi | 8. lááf |
| 2. lá mfi | 9. seye wááf pélélí lá |
| 3. séí loo kpálàṅa | 10. tée mfi |
| 4. ñyíáf | 11. tùmàlááf |
| 5. kwélélí | 12. nyée |
| 6. lóńóí í pó | 13. kpóló |
| 7. líí | 14. í pélélí lá |
| 15. ná | |

GRAMMAR POINT

Old Pattern:	ḡá	kè	lfi	naa	wéé.	I was going there yesterday.		
New Pattern:	ḡá	fé	ké	ní	lfi	naa	wéé.	I wasn't going there yesterday.

In this case, merely treat the verb /kè/ as a simple past negative. Remember, when a verb is between /fé/ and /ní/ it retains its original mid or high tone.

f	<u>pà</u>	ḡé	sáà.	You came here today.	
f	fé	<u>pá</u>	ní ḡé	sáà.	You didn't come here today.

6. Repetition Drill

Teacher

ḡá fé ké ní tóóì naa.
fé ké ní tíí kèì wéé.

1. fé ké ní ḡoli yíáì ḡé.
2. f fé ké ní tíí kèì wéé.
3. ḡnḡí fé ké ní sèì ḡoòì mà.
4. momòò fé ké ní lfi tótótà.
5. ḡá ḡnḡí fé ké ní tée ḡííí.

Students

ḡá fé ké ní tóóì naa.
fé ké ní tíí kèì wéé.

6. f fé ké ní ḡan téeì pò.
7. di fé ké ní nyéé kwéìéì.
8. ḡá fé ké ní tóóì ḡé.
9. kú fé ké ní sèì naa.
10. f fé ké ní lááì kḡḡa.

7. Response Drill

Answer the following sentences negatively with /kpáà/.

Teacher

f kè nyíì kḡḡa wéé?
f kè lááì ḡoòì mà wéé?

1. f kè sèì ḡoòì mà wéé?
2. f kè ḡoòì wóìóì wéé?
3. f kè tùmàláá ḡííí wéé?
4. f kè lááì káràì mà wéé?
5. f kè lóḡóì ḡá leeì pò wéé?

Students

kpáà, ḡá fé ké ní nyíì kḡḡa wéé.
kpáà, ḡá fé ké ní lááì ḡoòì mà wéé.

6. f kè seye wááì wéé?
7. f kè tùmàláá téeì wéé?
8. f kè lóḡóì kálòḡ pò wéé?
9. f kè kòìò yíáì wéé?
10. f kè tóóì kálòḡ kwéìè wéé?

8. Chain Drill

Teacher : lé ué í kè kélí wéé?

Student 1 : ná kè líl dükó.
í kè líl dükó wéé?

Student 2 : kpáà. ná fé ké ní líl dükó wéé.
í kè dükó wéé?

Student 3 : kpáà, ná kè tíf kélí loo kpálàna wéé.

9. Moving Slot Drill

Teacher

lálí kplína wéé.
sél

Students

lálí kplína wéé.
sél kplína wéé.

- | | |
|------------------|---------------------|
| 1. pélíli mù | 11. líl loo kpálàna |
| 2. tóóí | 12. òòí wólólí |
| 3. fé ké ní | 13. í kè |
| 4. nyí | 14. lóhólí ná pó |
| 5. lá mfi | 15. sama tééí |
| 6. ná kè | 16. fé ké ní |
| 7. seye wááí | 17. nyí káràí mà |
| 8. tùmáláá nílíí | 18. pélíli mù |
| 9. fé ké ní | 19. sél |
| 10. sél | 20. tíf k |

10. Transformation Drill

Change these statements to the negative

Teacher

ná kè líl naa wéé.
kálòṅ è kè sél òòí mà

Students

ná fé ké ní líl naa wéé.
kálòṅ fé ké ní sél òòí mà.

- | | |
|------------------------------|------------------------------|
| 1. í kè mólòṅ yíáí wéé. | 8. í kè tí kélí kpálàna. |
| 2. dí kè seye wááí wéé. | 9. hálòṅ è kè ṅèlì tééí wéé. |
| 3. kè tóúlóò kpélíli wéé. | 10. ncnílòṅ è kè kírè séyéí. |
| 4. ná nāṅ kè lálí kplína. | 11. zinā è kè líl dükó wéé. |
| 5. mūsú kè tóóí loo kpálàna. | 12. ná kè Boli kwéíli wéé. |
| 6. kú kè manāṅ nílíí wéé. | 13. wó leei è kè nyí wéé. |
| 7. kè lóhólí ná ncní pó. | 14. kè lálí pélíli mù. |
| 15. tísáí è kè tóóí òòí mà. | |

GRAMMAR POINT

Old Pattern: ná kè lá mfi. í kè nyfi. I was eating. You were sleeping.

New Pattern: ná kè lá mfi tái í kè nyfi. I was eating while you were sleeping.

The word /tái/, means "while, at the time that, when." As in the pattern above, it may connect two sentences.

ná pà Bè tái è kè ñwúfí tééí.

I came here while he was cutting down trees.

Similarly, you may use it to begin a sentence:

tái è kè Bè, kú kè lóhóí kálòq pó.

While he was here, we were talking to the chief.

tái kú kè líí dùkso, ná kali kàà.

While we were going to Monrovia, I saw a snake.

11. Repetition Drill

Teacher

ná káá líí tótótà tái í kaa tíí kèí.

ná kè líí dùkso tái í kè tíí kèí.

1. tái ná káá tíí kèí, káá nyfi.

2. í kè líí loo kpálàna, tái ná kè seye wááí.

3. í kè lá mfi, tái, ná kè tíí kèí.

4. è kè tíí kèí, tái ná fé ké ní tíí kèí.

5. káá nyfi kpìq, tái ná káá nyfi kàràí mà.

6. káá líí fríàlá, tái ná káá kòlòpéléí lá.

7. káá líí fríàlá, tái, ná káá kòlòpéléí lá.

8. tái ná kè ñíííí, kú kè lóhóí.

9. tái ná kè ñíííí, ná kè nyfi.

10. tái í kè tíí kèí, ná kè tóúlóó kpéléí.

12. tái í kè lóhóí, ná kè seye wááí.

Students

ná káá líí tótótà tái í káá tíí kèí.

ná kè líí dùkso tái í kè tíí kèí.

12. Completion Drill

Complete these partial sentences using the teacher's verbal cues.

Teacher	Cue	Students
káá seye wáál tál	nyíl	káá seye wáál tál ná káá nyíl.
zinâ káá tíf kél tál	lónól	zinâ káá tíf kél tál ná káá lónól í pó.
è kè nyíl tál	tíf kél	è kè nyíl tál ná kè tíf kél.
1. káá ñooi wólól tál	nyíl	
2. í káá nyíl tál	ñíííí	
3. tál í káá nyíl	tíf kél	
4. káá tíf kél tál	míl	
5. tál káá tíf kél	líl gbáà	
6. è kè tíf kél tál	lónól ná pó	
7. tál è kè tíf kél	nyíl	
8. zinâ káá lónól tál	tíf kél	
9. tál mùsú káá seye wáál ñooi wólól		
10. ná ñooi wólól tál	ñíííí	
11. kálòg káá lá míl tál	ñíííí	
12. ñeníl è kè nyíl		
kwélél tál	lónól	

GRAMMAR POINT

Old Pattern: ná káá tíf kél kpálàà.

I am working on the farm.

New Pattern: ná káá náí tóóí pélél mà.

I am looking at the house.

Literally, /náí tóó/ means "stop eye." Like /tíf kél/ "to work", this type of verb is composed of a noun and verb. Here are two more verbs of this type:

fff tóó to rest

náá ñwélíí ná fff tóó. I want to rest.

wólí tóó to listen

káá wólí tóóí kálòg mà. He is listening to the chief.

NEW VOCABULARY

náí tóó look at (literally: stop eye ...)

wólí tóó listen to (literally: stop ear...)

fff tóó rest

13. Repetition Drill

Teacher

ḡá kè ḡáí tóóí pèlèlì mà.
è kè wólf tóóí.

1. è kè ḡáí tóóí ncnfi mà.
2. è kè wólf tóóí ñálón mà.
3. ḡá káá fff tóóí.
4. í kè fff tóóí káràì mà.
5. í kè ḡáí tóóí ḡilâ mà.
6. dí kè wólf tóóí kálón mà.
7. dí kè fff tóóí ḡele wíf òù.

Students

ḡá kè ḡáí tóóí pèlèlì mà.
è kè wólf tóóí.

8. ñcnfi è kè wólf tóóí wò sulón mà.
9. ḡá káá ḡáí tóóí nḡa mà.
10. ḡá káá wíf tóóí.
11. ḡá kè fff tóóí káràì mà.
12. í kè fff tóóí kpḡa.
13. káá ḡáí tóóí kpíli ḡí mà.
14. kú káá wólf tóóí tísàì mà.
15. wò ḡḡ káá fff tóóí pèlèlì mù.

14. Response Drill

Answer these questions with the new vocabulary words.

Teacher

lé ué í káá ḡáí tóóí mà?
í káá fff tóóí mí?

1. lé ué í káá wólf tóóí mà?
2. lé ué í káá ḡáí tóóí mà?
3. í káá fff tóóí mí?
4. lé ué ñcnfi káá wólf tóóí mà?
5. lé ué ḡilâ è kè wólf tóóí mà?
6. lé ué ñálón káá ḡáí tóóí mà?

Students

ḡá káá ḡáí tóóí mà.
ḡá káá fff tóóí seisèḡ mà.

7. lé ué ḡilâ è kè wólf tóóí mà?
8. ñcnfi lón è kè fff tóóí lé mcnì mà?
9. lé ué tom káá ḡáí tóóí mà?
10. lé ué zinâ è kè wólf tóóí mà?
11. lé ué mùsú káá ḡáí tóóí mà?
12. ḡefóló è kè fff tóóí mí?

15. Response Drill

Use /tǎi/ in the answer.

Teacher : lé ué f kè kèl tǎi ná kè wólf tǒǒl mà?

Students : tǎi f kè wólf tǒǒl mà, ná kè kíēŋ qíflí.

Teacher : lé ué f kè kèl tǎi ná kè náf tǒǒl kǎlòŋ mà?

Students : tǎi f kè náf tǒǒl kǎlòŋ mà, ná kè lóŋǒl hənfi pǒ.

1. lé ué f kè kèl tǎi ná kè fff tǒǒl?

2. lé ué f kè kèl tǎi ná kè náf tǒǒl tísǎi mà?

3. lé ué f kè kèl tǎi ná kè wólf tǒǒl mà?

4. lé ué f kè kèl tǎi ná kè náf tǒǒl ǒǒl mà?

5. lé ué f kè kèl tǎi ná kè fff tǒǒl kǎrǎi mà?

6. lé ué f kè kèl tǎi ná kè wólf tǒǒl kǎlòŋ mà?

7. lé ué f kè kèl tǎi ná kè fff tǒǒl kplǎ?

8. lé ué f kè kèl tǎi ná kè náf tǒǒl seisēŋ mà?

9. lé ué f kè kèl tǎi ná kè náf tǒǒl hənfi mà?

10. lé ué f kè kèl tǎi ná kè náf tǒǒl kǎlòŋ mà?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

COUNTING MONEY

In Liberia, both national and American currencies are legal tender. The first Western money used there was British and some terms still survive. For example, the Kpelle words for "pound" and "shilling" are páù and sélèn. Nowadays, a páù is worth four dollars, and a sélèn, twenty cents.

Traditionally, the Kpelle, like other tribes of the West African forests, used a form of money called kweli nílí, or "tied iron." These were twisted short, iron rods, known as "iron money" or "kissi pennies", (the value of which was fixed by the elders of the póró)

Here are the denominations in use today:

<u>kápà tònò</u>	penny (ie, one copper)
<u>kápà feelc</u>	two cents (this is the same size as the fifty-cent piece.)
<u>fón</u>	five-cent piece
<u>náf</u>	ten-cent piece
<u>eitfi</u>	fifteen cents

This only indicates an amount, it is not a coin. One of the early British coins used in Liberia was the half-penny, or one twenty-fourth of a shilling. Since the shilling was worth twenty cents, at that time, three-fourths of that amount, or eighteen half-pennies were worth fifteen cents. Thus, eitfi (eighteen) means fifteen cents.

<u>kwára</u>	quarter
<u>sélèn feelc náf</u>	fifty cents (ie., two shillings = 40 cents + ten cents.)
<u>dàálà</u>	dollar

An alternate way of indicating a dollar is sélèn lóólú, or five shillings.

BARGAINING

Imagine you are all in a Kpelle market place. Student 1 will turn to Student 2 and ask:

yaa tée kwélelé nccu?

Student 2 will give him a price. If the price is right, Student 1 will answer:

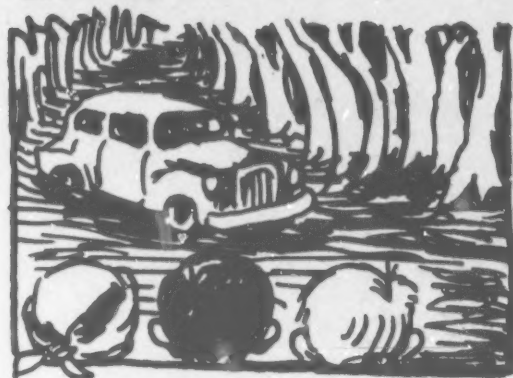
Ĳc, ná fáá ná.

If it is too high, he will answer, ěĲ kėtėl bđđlđ!

Then Student 2 will turn to Student 3 and ask about another item:

yaa molog kwélelé nccu?

Continue with this until everyone has bought and sold something. Vary the items and prices as much as possible.



D I A L O G U E A N D U S E F U L E X P R E S S I O N S

DIALOGUE - Slàfá, Tom, and Mùsú enjoy a "ride" back to town.

Slàfá: lé ué kèlèn kél?

What's wrong with the car?

Man : ná fé kólón. è kpilà síál.
(in car)

I don't know, it stopped running.

Slàfá: ka káá lfi mí?

Where are you going?

Man : kú káá lfi pólù máfmù.

We're going back to Maimu.

Slàfá: kwa í kélén tùàn, yaa pál lf là kwa?

If we give your car a push, will you take us along?

Man : ěc, ka kpón mà!

O.K! Help me!

Slàfá: ka ló kélén sù ka séf!

Get in the car and sit down!

Tom : ka séf à ñéléé ná kélén túán!

You people sit down, I'll push.

Slàfá: oowél!

Alright.

USEFUL EXPRESSIONS

lf í náí tóó mà!

go and look at it!

f fé kílfá síá!

Don't worry!

GRAMMAR POINTS AND DRILLS

1. Moving Slot Drill

Teacher

f kè lfi gbàná wéé.
pál
loo kpálàna
séi

Students

f kè lfi gbàná wéé.
f kè pál gbàná wéé.
f kè pál loo kpálàna wéé.
f kè séi loo kpálàna wéé.

- | | | |
|--------------|------------|------------------|
| 1. pèlèlì mù | 5. tóóì | 9. séi |
| 2. tff kèl | 6. séi | 10. seiscēn mà |
| 3. fff tóóì | 7. lálì | 11. tóóì |
| 4. kàràì mà | 8. kpìq mà | 12. pèlèlì kwèlè |

2. Response Drill

Teacher

lé ué f kè kèl wéé?
lé ué f kè kèl wéé?

Students

qá kè manan mfi wéé.
qá kè tff kèl kpálàna wéé.

(Ask each student this question. The following verbal cues may be used.)

- | | |
|-----------------------|-----------------------|
| 1. lálì 5é | 7. tff tóóì kàràì mà |
| 2. seye wálì | 8. wólf tóóì kàràì mà |
| 3. kpóìó qfìfì | 9. qáf tóóì kòlò mà |
| 4. òòòì wóìlòl à kálì | 10. tff kèl kpálàna |
| 5. sañe wálì à kpóìó | 11. misēn lélè yfál |
| 6. misēn qfìfì | 12. lóhóì f pó |

3. Response Drill

Answer in the past progressive

Teacher

lé ué f kè kèl tál qá lì dùkóó?

Students

qá kè nyfì pèlèlì mà.

(Ask this question of each Student. Use the Verbal cues from the previous exercise if necessary.)

4. Chain Drill

Alternate questions and answers.

Teacher : lé ué í kè kél táí ná nyíí?

Student 1 : ná kè sua nílíí.

Student 2 : í kè líí loo kpálàṅa?

Student 3 : kpáá. ná fé ké ní líí loo kpálàṅa.

(Repeat this chain of questions and answers with the entire class. The teacher may prompt with the verbal cues given below.)

1. lóhóí kálòṅ pó

4. yá kúlálí leyí sù.

2. ṅèlíí téélí à gbuú

5. láálí kpíṅa

3. misèṅ nílíí à wulo

6. molíí yáálí

GRAMMAR POINT

Old Pattern: táí ná kè tóúlóó kpélélí, í tée feelc mfi.

While I was drinking palm wine, you ate two chickens.

New Pattern: táí ná kpèè tóúlóó kpélélí, í tée feelc mfi.

After I drank palm wine, you ate two chickens.

The verb /kpéé/ "to finish" is used with /táí/ to translate English "when" or "after."

táí í kpèè nyíí, ...

According to the context, this might be translated variously as:

When you were finished sleeping, ...

or

After you slept, ...

or

After you had slept, ...

5. Repetition Drill

Teacher

tǎl ná kpèè lfi ñyál lá, ná lá mfi.
tǎl è kpèè tíf kél, è nyíí

Students

tǎl ná kpèè lfi ñyál lá, ná lá mfi.
tǎl è kpèè tíf kél, è nyíí.

1. tǎl di kpèè nyíí, di tíf kél.
2. tǎl mùsú è kpèè tíf kél, è fíf tós.
3. tǎl ná kpèè manan ɲííí, ná ñeyíí wàà.
4. tǎl í kpèè tíf kél, í lli fràlá.
5. tǎl kú kpèè fíf tós. kú tíf kè.
6. tǎl kwa kpèè lónól, kwa lá mfi.
7. tǎl è kpèè ñooi wólól, è fíf tós.
8. tǎl ziná è kpèè seye wáál, è tée ɲííí.
9. tǎl è kpèè wúlú téél, è ñooi wòlò.
10. tǎl ná kpèè ñeyíí wáál, ná seye wàà.
11. tǎl tom è kpèè tíf kél, è lònò kú pò.
12. tǎl í kpèè seye wáál, í lli taai zú.

6. Completion Drill

Make sentences from the following groups of words and verbal cues.

Teacher

tǎl è kpèè seye wáál
tǎl ná kpèè tíf kél

Verbal Cue

lǎá kpíɲa
tóúlósò kpélé

Students

tǎl è kpèè seye wáál, è làà kpíɲa.
tǎl ná kpèè tíf kél, ná tóúlósò kpèle.

- | | |
|----------------------------|--------------|
| 1. tǎl è kpèè fíf tós | tíf ké |
| 2. tǎl ná kpèè píííí | seye wáá |
| 3. tǎl di kpèè tíf kél | fíf tós |
| 4. tǎl kwa kpèè ñooi wólíí | lá míf |
| 5. tǎl ná kpèè wúlú téél | fíf tós |
| 6. tǎl ná kpèè lónól | tíf ké |
| 7. tǎl kwa kpèè tíf kél | lí pélélí lá |
| 8. tǎl è kpèè seye wáál | misɛɲ ɲííí |
| 9. tǎl di kpèè lónól | pá Bɛ |
| 10. tǎl è kpèè moloɲ ɲíííí | téélí ɲííí |
| 11. tǎl ná kpèè fíf tós | tíf ké |
| 12. tǎl ná kpèè tíf kél | lònò tom pò |

7. Response Drill

Answer the teacher's question.

Teacher

lé ué í kè táí í kpèè lá mfi?
lé ué í kè táí í kpèè lá mfi?

Students

táí ná kpèè lá mfi, ná òòí wòlò.
táí ná kpèè lá mfi, ná tíí kè kpálàṅa.

(Ask this question of each student. Use the following cues if necessary.)

- | | |
|-------------------|---------------------|
| 1. séí téblé mà | 6. lí òùkóó |
| 2. lónó ònfi pó | 7. Bolí kwéíé |
| 3. seye wàà à yéí | 8. fíí tóó kàràí mà |
| 4. nyíí kpíṅa | 9. òeyíí wáá |
| 5. mólòṅ yíá | 10. lí kákátà |

8. Chain Drill

Each student's answer depends on the previous answer.

Teacher : lé ué í kè táí í kpèè líí kòlò péfíí lá?

Student 1 : táí ná kpèè líí kòlòpéfíí lá, ná káíí yíá.

Student 2 : táí ná kpèè káíí yíáí, ná tíí kè kpálàṅa

Student 3 : táí ná kpèè tíí kéí kpálàṅa, ná tùmáláá mfi

Student 4 : táí ná kpèè tùmáláá mfi, ná lí òyáí lá

9. Completion Drill

Complete these sentences.

Teacher

táí ná kpèè tíí kéí, ...
táí kálòṅ è kpèè lónóí ...

Students

táí ná kpèè tíí kéí, ná lí péfíí lá.
táí kálòṅ è kpèè lónóí, ònfi è seye wáá.

1. táí ònfi è kpèè fíí tóóí
2. táí nálóṅ è kpèè òòí wólóí
3. táí zinâ è kpèè ṅííí
4. táí ná kpèè tíí kéí
5. táí è kpèè lónóí
6. táí kálòṅ è kpèè lá mfi
7. táí mùsú è kpèè seye wááí
8. táí tom è kpèè ṅwúlíí tééí
9. táí ná kpèè òeyíí wááí
10. táí è kpèè nyíí

10. Completion Drill

As in exercise 9, you will complete the sentence. This time, use the future tense.

Teacher

táí naa kpée tíf kél, ..

táí kálòṅ aā kpée lóhóí

1. táí ñcnfi aā kpée ṅlfl, ...

2. táí daa kpée mfl, ...

3. táí kwaā kpée lóhóí, ...

4. táí yaā kpée kwéíí, ...

5. táí naa kpée wóíí tóóí, ...

6. táí aā kpée tíf kél, ...

7. táí zinā aā kpée seye wááí, ...

8. táí tom aā kpée ñooí wólóí, ...

9. táí yaā kpée kófé kpéíí, ...

10. táí naa kpée fíf tóóí, ...

11. táí kálòṅ aā kpée lóhóí, ...

12. táí kwaā kpée wóíí tóóí kálòṅ mà, ...

Students

táí naa kpée tíf kél, naa páí líí pélíí là.

táí kálòṅ aā kpée lóhóí ñcnfi a páí seye wááí.

11. Transformation Drill

Change these sentences into clauses with /táí/

Teacher

ṅá kè téeí kúlál kpííí àú.

ñcnfi è kè seye wááí

1. háíón è kè téeí pááí

2. ṅá kè nyéé ṅlfl

3. è kè fíf tóóí

4. í kè kòíò yíáí

5. ñcnfi è kè ñeyíí wááí

6. ñcnfi lóṅ è kè ñyèkèí wááí

Students

táí ṅá kè téeí kúlál kpííí àú, í kè tùmáíáá mfl.

táí ñcnfi è kè seye wááí, ṅá kè fíf tóóí kpíṅa.

7. ṅá kè líí gbàṅá

8. è kè kíré séyéí péíí mà

9. wò sulíṅ è kè líí kpáíṅa

10. ṅá kè téeí mfl

11. è kè Bolí kwéíí

12. dí kè tóóí pélíí kwèíí

12. Chain Drill

After answering a question, each person will use the second part of his answer to form the first part of his own question.

Teacher : tǎl f kpèè lá mfi, f lǐ tǎai zǔ?

Student 1 : oowél, tǎl ná kpèè lá mfi, ná lǐ tǎai zǔ.
tǎl f kpèè lǐ tǎai zǔ, f lòhò kálòh pò?

Student 2 : kpáà, tǎl ná kpèè lǐ tǎai zǔ, ná fé lòhò ní kálòh pò.
tǎl f kpèè lòhòl kálòh pò, f pà Bè?

Student 3 : oowél, tǎl ná kpèè lòhòl kálòh pò, ná pà Bè.
tǎl f kpèè pǎl Bè, f fíf tòò?

GRAMMAR POINT

Old Pattern: è ñlǐ à yá.

He cooked it with water.

New Pattern: è tíf kò à ñele saaua

He worked for three days.

The /à/, in this case precedes a specified time or period.

káá pǎl à ñálòh ní.

He is coming this month.

è pà à ñífnà.

He came recently.

/lé tǎl/ may also follow /à/. If it does, the construction comes at the end of the sentence:

f káá lǐ frǎlà à lé tǎl?

When are you going to Frialà?

lé tǎl f káá lǐ frǎlà?

NEW VOCABULARY

ñálòh month

ñífnà

13. Repetition Drill

Teacher

aâ seye wáá à ñííà.

kú káá pái líl à ǵálón ǵí.

1. ǵá káá pái ñooi wólól à ǵele saaua.
2. wǝ ncnfi tǝtǝl ǵíll à ñííà.
3. òulǝn lón káá kírè séyél à lé tǝl?
4. dí lòǝò káìlón pǝ à ǵele wíf.
5. kú káá pái líl loo kpálàǵa à ǵele náání.
6. aâ lí dùkǝò à ñúnà.
7. è kpèè misǝn míf à ǵele wíf.
8. mùsú è kpèè wǝ tùmàlǝá ǵílll à ǵele wíf.
9. tótó è kè dùkǝò à ǵele feelc.
10. ǵá kélàì è kè gbàǵá à ǵálón tònò.
11. é kpèè tíf kél à lé tǝl?
12. dí kpèè tóúlǝò kpélél à lé tǝl?

Students

aâ seye wáá à ñííà.

kú káá pái líl à ǵálón ǵí.

14. Substitution Drill

Teacher

ǵá tíf kè loo kpálàǵa à ǵálón
à ǵele saaua

Student

ǵá tíf kè loo kpálàǵa à ǵálón
ǵá tíf kè loo kpálàǵa à ǵele saaua

- | | | |
|-----------------|-----------------------|----------------------------|
| 1. à ǵele náání | 6. à ǵele wáá | 11. à ǵele wíf |
| 2. à ǵele wíf | 7. à ǵálón | 12. à ñííà |
| 3. à ñííà | 8. à ñííà | 13. à ǵele puu |
| 4. à ǵálón tònò | 9. à ǵele lóólú mǝndà | 14. à ǵele lóólú |
| 5. à ǵele wáá | 10. à ǵálón saaua | 15. à ǵálón lóólú mc feelc |

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

AN IDIOM

lɪ ɪ ɲáɪ tɔɔ mə!

Go and take a look at it! Literally, this means,
"go you stop eye on it."

THE BODY

You have already learned the names of certain parts of the body. Here is a more expanded list:

<u>won</u>	head
<u>wóɪf</u>	ear
<u>sũa</u>	nose
<u>ɲáɪ</u>	eye
<u>lá</u>	mouth
<u>kɔɔ</u>	leg
<u>yéɪ</u>	hand
<u>won leyê</u>	hair
<u>nyɪŋ</u>	tooth
<u>yéɪ gbuâ</u>	finger
<u>kwei</u>	stomach

After you have learned these, the instructor will call on one student at a time and name a body part. The student will respond with a sentence which contains the word.

Teacher's Cue Word

ɲáɪ

kɔɔ

won

Student (1, 2, 3 ...)

ɲaa kááɪ à ɲáɪ.

ɲá ɪɪ máɪmà à ɲá kɔɔ.

èulɔŋ wɔ won káá sɔɪɪ

SITUATIONS

Two people will come up before the class and act out the following situation:

Two friends meet on the street, greet each other, and talk for about three minutes. They tell each other what things they have just bought in the marketplace and how much they have paid for each item.

ANOTHER SAYING

This should help you to remember at least two body parts and one animal:

f yéf a kè kwélf lá f fàà kírè sèyè f kula naa.

"If your hand is in a leopard's mouth, you don't take it out too quickly!"

After repeating this several times, see if you can remember at least two proverbs in English which correspond to this one.

LESSON THREE

V



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Tom has just pushed the car over the last hill outside of Máímù. Now he sees his charge deserting him.

Voice : núà, kwaâ sélí máímù!

My people, we have arrived in Máímù!

Tom : ó! kélén aâ ná léc?!

Oh! The car has left me?!

Voice : kélén è kè kú túá ðelei mà!
(in car)

The car really delayed us on the road!

ó! í kè mà kwa Tom léc pólù?

Oh! you mean we've left Tom behind?

Mùsú : èè, Slàfá, kú kélà ká tí téeí!

Oh, Slàfá, there's our uncle going by!

Slàfá : kú kírè séyé kú láá tí mà!

Let's hurry and greet him.

Sakí : Slàfá, Mùsú, ka kulai mí?

Slàfá, Mùsú, where are you both coming from?

Slàfá : kwa kulai kpálàna!

We are coming from the farm!

Sakí : Tom kòò?

Where's Tom?

Slàfá : tom ká tí pál. kú nèè pólù kélén túání.

There's Tom coming. We left him behind pushing the car.

USEFUL EXPRESSIONS

í tálé yéí!

You have good sense!

káá à twěya.

It is true.

GRAMMAR POINTS AND DRILLS

1. Repetition Drill

Use the past tense.

Teacher

ḡá ḡáf tǎǎ kǎlǎi mà.
ḡulḡḡ lḡḡ è fíf tǎǎ kpḡḡ.

Students

ḡá ḡáf tǎǎ kǎl~oi mà.
ḡulḡḡ sḡḡ è fíf tǎǎ kpḡḡ.

- | | |
|----------------------------|---------------------------------|
| 1. è wǒlǐ tǎǎ ḡilâ mà. | 7. mùsú è wǒlǐ tǎǎ tom mà. |
| 2. di wǒlǐ tǎǎ nḡḡ mà. | 8. tom è wǒlǐ tǎǎ gefǒlǒ mà. |
| 3. ḡá ḡáf tǎǎ ḡcnfi mà. | 9. gefǒlǒ è wǒlǐ tǎǎ mùsú mà. |
| 4. tom è ḡáf nàlḡḡ mà. | 10. mùsú è wǒlǐ tǎǎ wǎ nāḡ mà. |
| 5. zinâ è ḡáf tǎǎ tom mà. | 11. ḡcnfi è fíf tǎǎ kǎràì mà. |
| 6. mùsú è ḡáf tǎǎ zinâ mà. | 12. ḡcnf lḡḡ è fíf tǎǎ kpḡḡ mà. |

2. Substitution Drill

Teacher

kwaa ḡwǎlǐl kú fíf tǎǎ.
kú wǒlǐ tǎǎ.

Students

kwaa ḡwǎlǐl kú fíf tǎǎ.
kwaa ḡwǎlǐl f wǒlǐ tǎǎ.

- | | |
|----------------------|------------------------|
| 1. f fíf tǎǎ. | 7. f lǐ tǒtǒtà. |
| 2. ḡáf tǎǎ leyì mà. | 8. di lǐ frǐalá. |
| 3. lǒḡḡ f pǒ. | 9. tom è lǐ gbàḡá. |
| 4. é tíf kǎ kpálàḡḡ. | 10. zinâ è tǎǎ ḡlǐl. |
| 5. kú kpǒḡḡ fíf tǎǎ. | 11. f fíf tǎǎ. |
| 6. ḡaa ḡwǎlǐl. | 12. è ḡáf tǎǎ Bolì mà. |

3. Response Drill

Answer the question, "what were you doing yesterday?" Use the verbal cues given by the teacher.

Teacher

lé ué f kǎ kǎl wǎǎ?
lé ué f kǎ kǎl wǎǎ?

Cue

wǒlǐ tǎǎl
fíf tǎǎl

Student

ḡá kǎ tísâl wǒlǐ tǎǎl wǎǎ.
ḡá kǎ ḡá kpǒḡḡ fíf tǎǎl wǎǎ.

- | | | |
|--------------|--------------|----------------|
| 1. ḡáf tǎǎ | 5. wǒlǐ tǎǎ | 9. lǐl ḡyál lá |
| 2. tíf kǎ | 6. lǐl gbàḡḡ | 10. ḡáf tǎǎ |
| 3. seye wǎál | 7. tíf kǎ | 11. wǒlǐ tǎǎ |
| 4. ḡoi wǒlǐ | 8. lǒḡḡ | 12. fíf tǎǎ |

4. Response Drill

Give a complete answer using the simple past.

Teacher

lé ué í kè táí í kpèè tíf kélí?
lé ué í kè táí í kpèè fíf tóóí?

Students

táí ná kpèè tíf kélí, ná lí òyál lá.
táí ná kpèè fíf tóóí, ná tíf kè kpálàṇa.

1. lé ué í kè táí í kpèè ńfífí?
2. lé ué í kè táí í kpèè lá mífí?
3. lé ué í kè táí í kpèè ńáf tóóí zínà mà?
4. lé ué í kè táí í kpèè fíf tóóí?
5. lé ué í kè táí í kpèè líf dùkóó.
6. lé ué í kè táí í kpèè òòóí wólólí?
7. lé ué í kè táí í kpèè Bólí kwéíléí
8. lé ué í kè táí í kpèè tée yíálí?
9. lé ué í kè táí í kpèè seye wáálí
10. lé ué í kè táí í kpèè páí kòlòpéíléí lá?
11. lé ué í kè táí í kpèè tíf kélí?
12. lé ué í kè táí í kpèè lónólí?
13. lé ué í kè táí í kpèè nyífí?
14. lé ué í kè táí í kpèè wólí tóóí kálòṇ mà?
15. lé ué í kè táí í kpèè òeyíí wáálí?
16. lé ué í kè táí í kpèè tùmàláá ńfífí?

5. Chain Drill

Teacher : lé ué í kè táí í kpèè tíf kélí?

Student 1 : ná nyífí péíléí mù.
lé ué í kè táí í kpèè nyífí?

Student 2 : ná lí loo kpálàṇa.
lé ué í kè táí í kpèè lífí?

Student 3 : ná fíf tóóí kpíṇa.

(Continue in this way with all the students in the class.)

6. Discrimination - Response Drill

If you hear a question, answer it. If you hear a statement, make no response.

Teacher

1. f wólf tóò tom mà?
2. lé ué f kè kél wéé?
3. é kè fff tóòl.

1. f fff tóò lé meni mà?
2. f káá lfi dùkso lónif mà?
3. f kè wólf tóòl kálòñ mà?
4. f kè náif tóòl tm mà.
5. ñeyii káá f pó.
6. yaa pái lfi gbàñá tínáá?

Students (1, 2, 3 ...)

1. Éc, ná wólf tóò tom mà.
2. ná kè náif tóòl gbuú mà.

3. f tùmáláá ñlil wéé.
4. ñañei ñi káá gbéé pó?
5. f káá ñinai tí káál?
6. lé táí f kòlòl ylà.
7. ñcnfi kétéfí tée ñálòñ mà?
8. Boli saaua káá f yél.

GRAMMAR POINT

Old Pattern: Boli reele káá ná yél.

I have two goats.

New Pattern: Boli ñeclu káá ná yél?

How many goats do I have?

/ñeclu/ is a question word which, like the adjectives, follows the noun. It means both "how much?" and "how many?"

tée ñeclu káá ñyéí? How many chickens does he have?

scñkáu ñeclu káá kú yél? How much money do we have?

7. Repetition Drill

Teacher

1. sañe ñeclu káá f yél?
2. manan ñeclu káá kálòñ yél?

3. scñkáu ñeclu káá f yél?
4. Boli ñeclu káá ñyéí?
5. sama ñeclu di tée kálòñ pó?
6. wulo ñeclu f káá ñwélíí?
7. kòlò ñeclu káá f yél?

Students

1. sañe ñeclu káá f yél?
2. manan ñeclu káá kálòñ yél?

3. tée ñeclu kú wéé mfi?
4. ñèlì ñeclu yaa pái ñyáíí?
5. manan ñeclu yaa ñwélíí?
6. Boli ñeclu káá kálòñ yél?
7. kpíí ñeclu a ñwélíí?

8. Substitution Drill

Teacher

tée nɛclu káá nyéí?
mɔlɔŋ

1. tùmàlǎá
2. sua
3. kòlò kété
4. wúlú kwéyá
5. ɣilá nyómó
6. misɛŋ

Students

tée nɛclu káá nyéí?
mɔlɔŋ nɛclu káá nyéí?

7. sɛŋkǎú
8. pɛlé kété
9. wulo
10. ɓá
11. seisɛŋ
12. téblé

9. Response Drill

Answer these questions with numbers

Teacher

seisɛŋ nɛclu káá í yéí?
kpíll nɛclu káá í yéí?

1. nyéé
2. tée
3. pɛlé
4. teblé
5. ɓoli
6. leyí
7. ɣɛll
8. seye
9. kpɛŋ
10. ɣilá

Students

seisɛŋ feelɔ káá ɣá yéí.
kpíll saava káá ɣá yéí.

11. kòlò
12. tisá
13. kíɛŋ
14. wúlú
15. sulɔŋ lɔŋ

10. Discrimination Drill

Answer all questions with a number. Do not respond to statements.

Teacher

kpíll nɛclu káá í yéí?
kpíll nááni káá ɣá yéí.

1. kpóló nɛclu káá í yéí?
2. gbǎ nɛclu káá nyéí?
3. manɛ saava káá ɣá yéí.
4. kòlò feelɔ káá nyéí.
5. káll nɛclu káá ɣá yéí?
6. saŋe nɛclu káá í yéí?

Students

feelɔ

7. sama nɛclu káá nyéí?
8. sɛŋkǎú nɛclu káá nyéí?
9. kǎrà nááni káá í yéí.
10. tùmàlǎá nɛclu káá í yéí?
11. tée puu káá kálɔŋ yéí.
12. yèkè nɛclu káá í yéí?

11. Chain Drill

Teacher : kòlò ɲɔɔlu káá í yéí?

Student 1 : kòlò saava káá ɲá yéí.

kpíll ɲɔɔlu káá í yéí?

Student 2 : kpíll feelɛ káá ɲá yéí.

(or) kpíll fé ɲá yéí.

(Continue in this way with each student in the class.)

GRAMMAR POINT

Old Pattern: ɲilâ feelɛ káá ɲá yéí.

I have two dogs.

New Pattern: ɲilâ dà káá ɲá yéí.

I have some dogs, I have several dogs.

Like the numbers, the adjective /dà/ "some," follows any other adjective which may follow the noun.

kpíll dà káá ɲyéí. He has some kinjas.

kpíll kɛ́tɛ dà káá ɲyéí. He has some big kinjas.

Another adjective which as used in this way is /kélée/ "all".

kpíll kélée káá ɲyéí. He has all the kinjas.

ɲɛnfi e kíɛɲ kélée ɲíll. The woman cooked all the peppers.

12. Repetition Drill

Teacher

tùmáláá dà káá kú yéí.

Bolí kpákpá dà káá kú yéí.

1. tɛɛ lɛlɛ dà káá ɲɛnfi yéí.

2. í káá tùmáláá lɛlɛ wɛ́lɛlɛ?

3. kálòɲ è sɛɲkáu dà tɛɛ pɔ.

4. è manɲ kélée mɛl.

5. ɲálòɲ è mólí kélée kwɛ́lɛ.

6. ɲɛnfi è šeyei kélée wàà.

Students

tùmáláá dà káá kú yéí.

Bolí kpákpá dà káá kú yéí.

7. kòlò dà káá ɲá yéí.

8. ɲá kòlò dà wɛ́lɛlɛ.

9. zinâ káá kòlò kélée wɛ́lɛlɛ.

10. tom è Bolí nyómó dà káá ɲyéí.

11. è ɲyéí kélée mɛl.

12. è tɛɛ kpákpá dà ylà.

NEW VOCABULARY

dà	some, any
kélée	all
támáá	much, many
nú dà	someone ("some" + "person")
nú kélée	everyone
scɛdā	something
scɛ kélée	everything

13. Repetition Drill

Teacher

Boli kpákpá dà káá nú dà yél.
nú kélée káá lfi loo kpálàṅa.

1. kálòṅ káá scɛdā wélfi.
2. yaa scɛ kélée wélfi lé mɛni mà?
3. è scɛdā tèt kálòṅ pɔ.
4. nú kélée di scɛdā tèt kálòṅ pɔ.
5. nálòṅ tí è manan támáá tée.
6. è kiɛṅ kélée ṅlil.

Students

Boli kpákpá dà kpákpá dà káá nú dà yél.
nú kélée káá lfi loo kpálàṅa.

7. mùsú è misɛṅ támáá ṅlil.
8. nú dà è ṅyélfi kélée mfi.
9. nú kélée di lfi ṅyál lá
10. scɛ kélée káá pélfi mù.
11. nú kélée káá ṅwélfi di lóṅ kálòṅ pɔ.
12. tétfi kélée kɛ tɛl.

14. Moving Slot Drill

Teacher

gbuú náání káá ṅá yél.
dà

1. kwéyá
2. nɛnfi kɛtɛ
3. kwélfi
4. misɛṅ dà
5. yáfí

6. misɛṅ kélée
7. sulòṅ dà
8. kálòṅ dà
9. seisɛṅ dà
10. ṅá neei

Students

gbuú náání káá ṅá yél.
gbuú dà káá ṅá yél.

11. seisɛṅ kélée
12. misɛṅ dà
13. káá nú dà yél
14. káá nú kélée yél
15. scɛdā

15. Response Drill

Answer these questions with /nú dà/ or /scɛɔdâ/

Teacher

- lé ué yaa ɲilɲi à wulo?
gbɛɛ káá lɲi dùkɔɔ?
1. lé ué yaa kwɛlɛɲi?
 2. lé ué yaa tɛɛl à gbuú?
 3. lé ué yaa kulai kpɲilɲi sù?
 4. gbɛɛ káá seye wááɲi?
 5. gbɛɛ káá lɲi tótótà?
 6. gbɛɛ ɲooi wòlò à káɲi?

Students

- ɲaa scɛɔdâ ɲilɲi à wulo.
nú dà káá lɲi dùkɔɔ.
7. lé ué yaa ɲwɛlɲi?
 8. gbɛɛ káá tɛɛ ɲilɲi?
 9. lé ué f káá ɲilɲi?
 10. gbɛɛ è f Boli ylà?
 11. lé ué f kwɛlɛɲi?
 12. f lòɲò gbɛɛ pɔ?

16. Response Drill

Answer these questions with /támáá/ or /dà/

Teacher

- tɛɛ ɲɛɛlu káá Bɛ?
mɔlɔɲ ɲɛɛlu káá f yɛɲi?
1. ɲilâ ɲɛɛlu káá naa?
 2. Bá ɲɛɛlu káá f yɛɲi?
 3. kòlò ɲɛɛlu káá tɛɛlɛɲi mà?
 4. yaa manan ɲɛɛlu wɛlɲi?
 5. è misɛɲ ɲɛɛlu tɛɛ kálòɲ pɔ?
 6. Boli ɲɛɛlu káá f yɛɲi?

Students

- tɛɛ támáá káá Bɛ.
mɔlɔɲ dà káá ɲá yɛɲi.
7. è seye ɲɛɛlu wáá?
 8. f kiɛɲ ɲɛɛlu sɛyɛ?
 9. f káá kpɲilɲi ɲɛɛlu wɛlɲi?
 10. wulo ɲɛɛlu káá f yɛɲi?
 11. f nyɛɛ ɲɛɛlu káá ɲyáɲi lá?
 12. f nyɛɛ ɲɛɛlu mɲi?

17. Moving Slot Drill

Teacher

ɲá tɛɛ lóólú kwɛlɛ wɛɛ.
dà
támáá
ylà

Students

ɲá tɛɛ lóólú kwɛlɛ wɛɛ.
ɲá tɛɛ dà kwɛlɛ wɛɛ.
ɲá tɛɛ támáá kwɛlɛ wɛɛ.
ɲá tɛɛ támáá ylà wɛɛ.

- | | | | |
|---------------|-------------|------------------|------------------|
| 1. Boli támáá | 6. puu | 11. zinâ | 16. dà |
| 2. sua támáá | 7. dà | 12. seye lɛlɛ dà | 17. tom |
| 3. nú dà | 8. támáá | 13. nyɛɛ | 18. lóólú mɛɛndà |
| 4. sua kɛlɛɛ | 9. nú kɛlɛɛ | 14. nyɛɛ náání | 19. kiɛɲ |
| 5. manan | 10. scɛɔdâ | 15. támáá | 20. támáá |

GRAMMAR POINT

Old Pattern: nú dà è mál mfi.

Someone ate the rice.

New Pattern: nú dà fé mál mfi ní.

No one ate the rice.

Compounds like /nú dà/, /scɔ́ kélée/, etc., may be translated into their negative English counterparts when used with the negative.

Affirm: ɲā scɔ́dā yíá. I have bought something.

Neg. : ɲá fé scɔ́dā yíá. I have bought nothing.

After /nú/, either /dà/ or /kélée/ may be used with the negative. Notice the difference in emphasis:

nú dà fé pál lí. No one will go.

nú kélée fé pál lí. Not a single person will go, no one at all will go.

18. Repetition Drill

Teacher

fé scɔ́dā káál.

ɲá fé scɔ́dā yíá ní.

1. nú dà fé pál lí dükó.

2. kú fé scɔ́dā yíá ní.

3. ɲá fé kòlò támaa yíá.

4. nú dà fé ɓé.

5. misɔ́ kélée fé ɲá yéí.

6. ncnfi lélé támaa fé naa.

Students

fé scɔ́dā káál.

ɲá fé scɔ́dā yíá ní.

7. di fāà ɓoli dà kwéí.

8. ɲá fé manɔ́ kélée wéíí.

9. nú kélée fé lí ní kákátà.

10. nú dà fé niɲa támaa yíá ní.

11. zinā fé seye kélée wáál.

12. nyéé dà fé ɲálón kété yéí.

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

TAKING A WIFE

In Liberia, a person may be married according to tribal or civil law. Both types of marriage are legally on a par with one another. Though, a man may only contract one marriage at a time under civil law, he may have two or more wives under tribal law.

In by gone days, a man would work for four years for his future father-in-law. Nowadays, he gives the money for the dowry to his bride's family. He will also give them something white such as cloth, a silver coin, or even a sheep or chicken. White symbolizes the purity of heart of the groom. After the betrothal, the families of the man and woman visit each other frequently and finally on the day of the marriage, they give a large feast for all their friends and relatives.

A LETTER FROM THE FARM

Everyone will write a two paragraph letter. You have been staying for several weeks on a farm near Fríálà and now you are writing a letter to a friend of yours in Monrovia. You will want to tell him something about your surroundings and activities.

When you are finished, each person will read his letter before the class.

QUESTIONS AND ANSWERS

Student 1 will ask Student 2 a question. After answering it, Student 2 will ask of Student 3 another question based on the preceding answer. This might go something like this:

Student 1 : f lî mí sáà?

Student 2 : ɲá lî looí.
lé ué f kè naa?

Student 3 : ɲá lî kpánà tóóí.
lé ué f kàà?



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Back in Máfmù at Slàfá's uncle's place.

Sakí	:	lé ué ka kùlà kpálàna?	What did you bring from the farm?
Slàfá	:	kú kelen à òlíná. sɛndá fé naa!	We just burned it. There's nothing there!
Sakí	:	kwa lí pèlèlì lá kú yàláyí kpélé!	Let's go to the house and drink "small cold water." ¹
Slàfá	:	ěc, kú fáá mà!	We agree to that!
Sakí 's wife:		loní, kaâ pâ?	Children, ² you have come!
Slàfá	:	naa káál, kwa pál gbólòyál lélé kpélélì kpíní sù!	I say, we will really have good pepper soup tonight!
Sakí 's wife:		kaa tɛlèlì lélé tí káál? naa páál lóníí mà!	You see that fine chicken? I will kill it right now!
Chicken	:	ó! naa pú! di fé ná páál!	Oh! I'm running away! They won't kill me!

USEFUL EXPRESSIONS

dà káá í yél?	Do you have any?
ná líí fáà sélén.	I'm not upset about it: I'm not dissatisfied with it. ("My heart doesn't hang it.")

¹ "small cold water" /yàláyí/: this is cold water with a bit of gin.

² children /loní/: The younger people in a household may be addressed in this way by their elders.

GRAMMAR POINTS AND DRILLS

1. Repetition Drill (Review)

Teacher

f misɛŋ ɛcclu mɪ wɛɛ?
 ɛ tùmàlɛɛ táámá mɪ.

1. yaa ɛwɛɪfɪ f tɛɛ ɛcclu kwɛɪfɪ?
2. ɛaa ɛwɛɪfɪ ɛ tɛɛ náánf kwɛɪfɪ.
3. kálòŋ wɛ ncnɪ káá scɛdɛ yɪáɪ?
4. sulɔŋ lɔŋ kélɛɛ káá kɪrɛ seyei ɛyáɪ lɛ.
5. scɛkád ɛcclu káá ɛyɛɪ?

Students

f misɛŋ ɛcclu mɪ wɛɛ?
 ɛ tùmàlɛɛ táámá mɪ.

6. ɛ leeɪ a ɛáɪ tɔɔɪ kɔɪɔ dà mà.
7. káá wɛɪf tɔɔɪ nú dà mà?
8. f fɛ scɛdɛ mcnɪ nɪ?
9. nú kélɛɛ fɛ páɪ fɪf tɔɔɪ sáa.
10. nú dà fɛ kpɛɛ nɪ tɪf kɪɪ.

2. Substitution Drill (Review)

Teacher

gbuú saaua káá ɛyɛɪ.
 táámá

1. scɛkád
2. misɛŋ
3. dà
4. f
5. nú dà
6. ziná
7. scɛdɛ
8. seye dà
9. táámá
10. manɛŋ

Students

gbuú saaua káá ɛyɛɪ.
 gbuú táámá káá ɛyɛɪ.

11. kélɛɛ
12. dà
13. nú kélɛɛ
14. ɛá
15. táámá

3. Response Drill (Review)

Answer the following questions positively

Teacher

Éá dà fɛ f yɛɪ?
 f fáá tùmàlɛɛ dà mɪ?

Students

Éc, Éá dà káá ɛá yɛɪ.
 Éc, ɛaa tùmàlɛɛ dà mɪ.

1. tɛɛ dà fɛ f yɛɪ?
2. Bolɪ dà fɛ f yɛɪ?
3. kɔɪɔ dà fɛ f yɛɪ?
4. f fɛ lɔŋkɔɪ nú dà pɔ?
5. f fɛ lɪ nɪ tɔtɔtɔ?
6. f fɛ nɪ kɔɪɔ dà yɪá nɪ?
7. f fɛ kálòŋ káá nɪ wɛɛ?
8. f fɛ lɔŋkɔɪ nú dà pɔ?
9. f fɛ scɛdɛ yɪáɪ?
10. f fɛ ɛwɛɪfɪ f lɔŋkɔɪ ncnɪ pɔ?
11. é fɛ manɛŋ wɛɪfɪ?
12. é fɛ kɔɪɔ dà wɛɪfɪ?

4. Transformation Drill (Review)

Make the following sentences negative.

Teacher

nú dà aâ kòlòl yíá.
kálòŋ è kè scqđâ yíáí wéé.

1. ɲaâ kòlò dà yíá.
2. ɲá ñálòŋ dà kàà.
3. ñcnfi è scqđâ ylà loo kpálàŋa.
4. nú kélée káá pál pélélí lá.
5. nú dà a pál lóŋól ñálòŋ pó.
6. káá kiēŋ támáá wélífl.
7. ɲaâ Boli dà kwélé sáà.

Students

nú dà fé kòlòl yíá ní.
kálòŋ fé kè ní scqđâ yíáí wéé.

8. nú kélée káá lífl gbàŋá.
9. mùsú è òeyei kélée wáà.
10. nyéé dà káá ñálòŋ kété yél.
11. òulòŋ è scqđâ tèt ñcnfi pó.
12. ñcnfi è tùmáláá támáá ylà.
13. ɲaa ñwélífl ɲá scqđâ yíá.
14. nú dà è misēŋ míl.

15. nú dà è kófé kpèlè.

5. Transformation Drill

Make these sentences negative. Use /dà/.

Teacher

ɲá kpíllí feelc ylà.
nú lóólú mēndà dāá Bē.

1. tisā saaua káá ɲá yél.
2. ɲaa Boli feelc wélífl.
3. di manaq puu kwèlè.
4. kpólò lóólú mē náání káá Bē.
5. leyí náání káá naa.
6. nyéé saaua káá ɲá yél.

Students

ɲá fé kpíllí dà yíá mí.
nú dà fé Bē.

7. a tēé lóólú wélífl.
8. mùsú káá seisēŋ feelc wélífl.
9. ɲá kòlò ylà.
10. Bóá feelc káá ñyéfl.
11. è kè tēé saaua yíáí.
12. è kè nálon lóólú kááí.

GRAMMAR POINT

Old Pattern: kpélé wélí káá mà.

I am thirsty.

New Pattern: kòlò yíá wélí káá mà.

I'd like to buy a book.

In this pattern, one is saying literally, "book buy desire is upon me." For the first and third persons, the pronouns are combined with the postposition /mà/ "upon" as follows:

/ná/ and /mà/ are contracted to /ná/.

/`/ and /mà/ are contracted to /ná/.

The entire group of pronouns used with the above construction is:

mà kwâ

yâ kâ

mà diâ

Remember that this construction expresses more the desire for something than a need for it.

kòlò yíá wélí káá mà.

I would like to buy a book, I am thinking of buying a book.

naa ñwélí ná kòlò yíá.

I want to buy a book, I must, or need, to buy a book.

Preceding /wélí/, you may use both transitive and intransitive verbs:

tótótà lí wélí káá mà.

He would like to go to Totota.

tóúlóò dà kpélé wélí káá diâ.

They would like to drink some palm wine.

kpálàna tíí ké wélí káá yâ.

You would like to work on the farm.

kú leei káá wélí káá kwâ.

We would like to see our mother.

6. Repetition Drill

Teacher

kiēŋ míf wélí káá mà.
fíf tóó wélí káá kwā.

Students

kiēŋ míf wélí káá mà.
fíf tóó wélí káá kwā.

- | | |
|--------------------------------|-----------------------------|
| 1. kofc kpélé wélí káá mà. | 7. kòlò yíá wélí káá mà. |
| 2. dùkóó lí wélí káá mà. | 8. òmlii kwéle wélí káá mà. |
| 3. nyéé míf wélí káá diâ. | 9. fíf tóó wélí káá diâ. |
| 4. kálòŋ lóŋó pó wélí káá kwā. | 10. tísâi káá wélí káá mà. |
| 5. gbàŋá lí wélí káá kâ. | 11. òoóí wóló wélí káá yâ. |
| 6. tóúlóó kpélé wélí káá yâ. | 12. kpóló míf wélí káá mà. |

7. Response Drill

Answer the teacher's question with the verbal cue he gives.

Teacher

lé wélí káá yâ?
lé wélí káá yâ?

Verbal Cue

sua níf
seye wáá

Students

sua míf wélí káá mà.
seye wáá wélí káá mà.

- | | |
|------------------|----------------------|
| 1. òoóí wóló | 7. fíf tóó kárâi mà. |
| 2. ñèlì tée | 8. ñáf tóó kálòŋ mà. |
| 3. tée míf | 9. dùkóó lí |
| 4. ncnfi lóŋó pó | 10. kòlòpéléí lá lí |
| 5. kòlò yíá | 11. òmlii yíá |
| 6. tùmáláá kwéle | 12. niŋa kpákpá míf |

8. Transformation Drill

Change the final pronoun in the sentence according to the cue word.

Teacher

Bá dà kwéle míf wélí káá mà.
Bá dà kwéle míf wélí káá mà.

Verbal Cue

kú
ŋá

Students

Bá dà kwéle míf wélí káá kwā.
Bá dà kwéle míf wélí káá mà.

- | | | |
|-------------|-----------------|--------------------|
| 1. í | 6. yaa | 11. í nân |
| 2. ñá ncnfi | 7. mùsú | 12. ñá |
| 3. di | 8. kú | 13. nú dà |
| 4. é | 9. í | 14. ka |
| 5. ñá | 10. ñálón feelc | 15. kálòŋ wó ncnfi |

9. Moving Slot Drill

Teacher

fff tóó wélf káá mà.
tíf ké
yâ

Students

fff tóó wélf káá mà.
tíf ké wélf káá mà.
tíf ké wélf káá yâ.

- | | | | |
|----------------------|--------------|----------------|---------------|
| 1. kâ | 6. ñooi wólo | 11. diâ | 16. mà |
| 2. diâ | 7. kwâ | 12. misêŋ ŋílf | 17. diâ |
| 3. tóúlóó kpélé | 8. kâ | 13. mà | 18. kálòŋ káá |
| 4. mà | 9. fff tóó | 14. yâ | 19. kâ |
| 5. mà | 10. mà | 15. seŋdâ yíá | 20. mà |
| 21. ɲáí tóó pélfí mà | 22. yâ | 23. mà | 24. fff tóó |
| | | | 25. mà |

10. Chain Drill

Teacher : lé ué a ɲwélfí é ké?

Cue : lá míf

Student 1 : lá míf wélf káá yâ?
(to Student 2)

Student 2 : ɛ̀c, lá míf wélf káá mà.

Student 1 : lá míf wélf káá mà.
(to Teacher)

(Repeat this sequence with each student in the class. The following may serve as cues.)

- | | |
|--------------|------------------|
| 1. wólf tóó | 6. fff tóó |
| 2. ɲèlì tée | 7. kířè seye |
| 3. ñooi wólo | 8. Bá míf |
| 4. seye wáá | 9. lóŋó ñenfi pó |
| 5. kpíll yíá | 10. nyíí |

GRAMMAR POINT

Old Pattern: káá kiēŋ ŋlɪlɪ à wulo.

She is cooking pepper with palm oil.

New Pattern: káá kiēŋ ŋlɪlɪ à támáá.

She is cooking a lot of pepper.

After the verb, /à/ is used to form an adverbial phrase.

kú kè kírè seyei à dàlòŋ.

We were hurrying a bit.

nú kélée dí lá mfi à támáá.

Everyone ate a lot.

sulŋ saaua káá tíf kél à ñánáá.

The three men are working hard.

NEW VOCABULARY

à dàlòŋ a little, a bit

à támáá a lot, much

à ñánáá hard, very much

11. Repetition Drill

Teacher

kwaa pái tíf kél à ñánáá.

a pái seye wáál à támáá.

Students

kwaa pái tíf kél à ñánáá.

a pái seye wáál à támáá.

1. ŋaa pái fíí tóóí à dàlòŋ.

7. yaa pái nyíí à dàlòŋ.

2. kwa pái kírè séyéí à támáá.

8. ŋaa pái lóŋól kálòŋ pò à dàlòŋ.

3. daa pái nyéé ŋlɪlɪ à dàlòŋ.

9. kwaa pái líí kél a ñánáá.

4. a pái wólí tóóí à ñánáá.

10. kwaa pái líí kòlòpélélí lá à támáá.

5. di káá ñooí wólólí à ñánáá.

11. a pái líí lá mfi à dàlòŋ.

6. ŋaa pái seye wáál à támáá.

12. ŋaa pái ñáí tóóí Bolí mà à dàlòŋ

12. Substitution Drill

Teacher

ɲá kélà a tóúlóò kpélelé à táamá.
nyíí
lá míí à dàlòŋ

- | | |
|-------------|---------------|
| 1. à táamá | 8. à táamá |
| 2. fée tóóí | 9. à ɲánáá |
| 3. à dàlòŋ | 10. ɲá leeí |
| 4. séí | 11. lóhóí |
| 5. tóóí | 12. à táamá |
| 6. lááí | 13. à dàlòŋ |
| 7. tíí kélí | 14. wóíí tóóí |
| 15. à ɲánáá | |

Students

ɲá kélà a tóúlóò kpélelé à táamá.
ɲá kélà a nyíí à táamá.
ɲa kílà a lá míí à dàlòŋ.

13. Response Drill

Teacher

yaa kél lé í tíí kél?
yaa kél lé í fíí tóóí?

- yaa kél lé í sua ɲííí?
- yaa kél lé í wóíí tóóí?
- yaa kél lé í seye wáá?
- yaa kél lé í nyíí?
- yaa kél lé í ɲáíí tóóí?
- yaa kél lé í lóhóí?

Students (1, 2, 3, ...)

ɲaa tíí kélí à gbuú.
ɲaa fíí tóóí káràí mà.

- yaa kél lé í hòóí wóíí?
- yaa kél léí wúíí tée?
- yaa kél lé í lá míí?
- yaa kél lé í seɲdà kwéíí?
- yaa kél lé í lí kòlò péííí lá?
- yaa kél lé í tée ɲííí?

GRAMMAR POINT

Old Pattern: kòlòí ɲí kétéí.

This book is big.

New Pattern: kòlòí ɲí kpáná wéí.

This book is difficult.

While most adjectives function verbally by adding /-í/ directly to the stem, another small group of adjectives take /wó/ after the stem and before the /-í/. The sequence /wó/ and /-í/ is regularly contracted to /wéí/.

šulšŋ fíá wéí. The man is lazy.

Like the other adjectives you have learned, those followed by /wó/ do not take /-í/ with the negative.

kòlòí ɲí kpáná wéí.

This book is difficult.

kòlòí ɲí fé kpáná wó ní.

This book is not difficult.

NEW VOCABULARY

kpáná wó	to be difficult
ffá wó	to be lazy
kpíní wó	to be dark, night

14. Repetition Drill

Teacher

kòlòlò tí kpáná wéí.
kálòṅ ffá wéí

1. pèlélì kpíní wéí.
2. òcníí ffá wéí.
3. pèlei kpíní wéí.
4. kòlòlò ní kpáná wéí.
5. zinâ ffá wéí.
6. òcníí tí kpáná wéí.

Students

kòlòlò tí kpáná wéí.
kálòṅ ffá wéí.

7. nálonṅ ní ffá wéí.
8. kálòṅ ffá wéí.
9. ná sulòṅ ffá wéí.
10. í sulòṅ ffá wéí.
11. tíí ní kpáná wéí.
12. kòlòpèlélì kpíní wéí.

15. Transformation Drill

Change the sentences in number 14 above to the negative.

Teacher

kòlòlò tí kpáná wéí.
kálòṅ ffá wéí.

Students

kòlòlò tí fé kpáná wó ní.
kálòṅ fé ffá wó ní.

16. Moving Slot Drill

Teacher

kpíní wéí
fé
ffá

1. wéí
2. fé
3. kpíní
4. ffá
5. wéí
6. tom
7. zinâ
8. nálonṅ
9. kpáná
10. kòlòlò tí
11. tíí kél
12. fé

Students

kpíní wéí
fé kpíní wó ní.
fé ffá wó ní.

13. kòlòlò ní
14. wéí
15. gefóló
16. ffá
17. fé
18. mùsú

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

STORY TELLING

In West Africa, as in many parts of the world, the telling of folk tales is a traditional institution throughout the land. Though its primary function is to entertain, the folk tale also may be an adept vehicle of social commentary and criticism. It may deride, scold, praise or moralize. In short, it is a highly flexible form of social communication.

Among the Kpelles, especially after the harvest time, men, women, and children may gather in the evening about the fireside to listen to a storyteller. Sometimes people will come from quite a distance to hear a storyteller whose fame has travelled throughout the area. Most of the stories are traditional and all the listeners, with the exception of the smallest children, know most of them by heart. Consequently, the storyteller's art is one of performance. How well will this particular man weave the well-known tale? Will he embellish it with some new details of his own? How dramatically will he bring the plot to its conclusion? These differences are what distinguish an everyday storyteller from a famous one, one who may keep his audience enthralled well into the night.

A most common type of tale in West Africa is the spider story. The one that is presented for you here is typical, though it has been shortened and somewhat simplified. In the main, you will find that most of the vocabulary and constructions have already been presented in the text.

Work with this story just as you have done with the other materials, using the new elements in your conversation practice.

A SPIDER STORY

PART I

è kè a scq ... di kè pelê kété kél taa feelc òú. taainai di kè séf yee feelc mà. núanai taai òú di wóó tée sfi pó naa. sfi aâ wóó lélé mcní. è kè kílíná síá, "m̃m̃, naa pál kél lé ná lí pelê feelc ní òú? Éc -oo! òcq naa pál kél ná kólón! naa pál ñl̃l̃ ñl̃l̃l̃ ná leñeí, ná woñ tònò tée nú pó taai feelanai òú. pelê táí a sèl̃l̃, di ñl̃l̃l̃ náá, di ná toli, ná lí mis̃ñ mcní mà." òcq kéléé sfi è kílíná síá mcní mà, è kè.

(to be continued in the next lesson)

NOTES

mis̃ñ wélí

greediness

è kè a scq

it was a thing. This is the typical opening line of a story. It corresponds to our "once upon a time."

pelê kété

a great feast

taa

town

taainai

the towns

yee

hill

núanai

the people

wóó

voice, word. /wóó tée/ "to send word to" or in this case, "to invite"

sfi

spider

wóó lélé

good news

kílíná síá

to think síá, "to walk", is used with many nouns to form compound verbs. Another example is: /molón síá/ to pound rice.

ʔc - oo!

ah - hah!

nili

to tie

ŋá leŋei

my waist

woŋ tònò

one end. /woŋ/, "head" in this case refers to an end of the rope.

ʔasi feelcŋai

the two towns. Notice that /ŋai/ follows the number, rather than the noun.

pelê tǎl

the time of the feast

a

this is the pronoun marker for the continuous tense which is often used in this kind of narrative. Whereas, /ə sèll/ would mean it arrived, or "it did arrive," /a sèll/, though it is translated in the same way in English, shows that more actions will occur in the same sequence.

seli

to arrive

ŋáɬá

to pull

toli

to call

mcni má

for, about

V

LESSON FIVE



DIALOGUE AND USEFUL EXPRESSIONS

DIALOGUE - Slàfá and Tom have come to visit Saki on the twenty-sixth of July - Liberian Independence Day.

- | | | |
|---------|-----------------------------------|---|
| Tom : | naa fángá tóú mcnii! | I hear the sound of drums! |
| Saki : | Ẓc, kú nele kétéi dà ká ní. | Yes, today is one of our big days. |
| Slàfá : | twcnisê pelêi lélél! | The feast of the twenty-sixth is great! |
| Tom : | í sè nyàiláyí mcní mà! | Thank you for the "small cold water"! |
| Saki : | ná líf láál ka pà kú naa káál. | I'm glad you came to visit us. |
| Slàfá : | ka ná mà kpónj! | Wait for me! |
| Tom : | nnh, ké lono í pá! | Yes, hurry up and come here! |
| Slàfá : | hooi ní lélél - kpaná wéi! | This gin is great - it's strong! |
| Tom : | hnh, ná ké yâ, hooi ní aâ ná sôn! | Wow! I tell you this gin has really "grabbed" me! |

USEFUL EXPRESSIONS

- | | |
|-----------------------------------|---|
| sɛŋ kélée yaa hweííí, í pá ná pó! | If you need anything, come to me! |
| kwa páí kú kíé káál. | We'll get together again; we'll meet again. |

1. Repetition Drill

Teacher

í kè sél loo kpálàṅa.

ḡcnfi kpákpá è kè sua mfi.

1. Boli saaua di kè lfi kpálàṅa.

2. nú dà è kè seye wááí ḡyáí lá.

3. ncñfi kélée di kè lóḡól ná pò.

4. ncñfi lóṅ támáá di kè misēṅ yíáí.

5. í leye è kè ḡèlì téeí à gbuú.

Students

í kè sél loo kpálàṅa.

ḡcnfi kpákpá è kè sua mfi.

6. nú kélée fé ké ní sua mfi.

7. tisā kélée fé ké ní wóíí tóóí.

8. náíóṅ dà fé ké ní ḡáí tóóí mǎ.

9. ḡeyii tí fé ké ní pò.

10. ḡilā nyóṁó fé ké ní ḡá pò.

2. Response Drill

Answer these questions with /kè/

Teacher

í kè lááí mfi?

gbē è kè tóóí pèlèl mù?

náíóṅ nēnè è kè tíí kél naa?

Students

ḡá kè lááí kpíṅa

ḡá kè tóóí pèlèl mù.

náíóṅ kété è kè tíí kél naa.

1. í kè sél mfi?

2. gbē è kè wóíí tóóí?

3. ncñfi nēnè è kè seye wááí?

4. ḡilāi tí è kè gbē pò?

5. í nāṅ è kè lfi mfi wéé?

6. í ncñfi è kè nyíí mfi wéé?

7. gbē è kè tóóí í pèlèl mù?

8. gbē è kè lóḡól náíóṅ kété pò?

9. nú nēnè è kè ḡáí tóóí ḡcnfi mǎ?

10. náíóṅ nēnè kè è tíí kél loo kpálàṅa?

11. kálòṅ kpákpá è kè tóóí mfi?

12. ḡiṅai kété è kè lááí mfi?

3. Chain Drill

Everyone will ask or answer a question in a continuing conversation.

Teacher : lé ué í kè kél wéé?

Student 1 : ḡá kè tíí kél wéé.

Student 2 : í kè tíí kél mfi?

Student 3 : ḡá kè tíí kél kpálàṅa.

Student 4 : í kè tíí kél gbē wǎ kpálàṅa?

(Continue until everyone has participated. The teacher may prompt with material covered in this unit.)

4. Transformation Drill
Make these sentences negative.

Teacher

ñcnfi kpákpá è kè seye wáál.
káìlòṅ kété è kè tóóì Òé.

1. ñáìlòṅ kwéyá è kè sél Òé.
2. òulòṅ lóṅ è kè pál òaai sù.
3. nú kélélé è kè lá mfi.
4. tísá támáá dí kè líl dùkóó.
5. ṅá kè kára lélé yíál wéé.
6. í kè lóòóì ṅá leeí pò ṅele wíf sù.

Students

ñcnfi kpákpá fé ké ní seye wáál.
káìlòṅ kété fé ké ní tóóì Òé.

7. è kè tíf kél loo kpálàṅa wéé.
8. dí kè moloṅ kwéíél gbàṅá.
9. káìlòṅ wòncnfi è kè wóíí tóóì má.
10. wò leyeí è kè ṅáf tóóì díá.
11. ṅá nāṅ è kè sél í pélél mù.
12. wò ncni è kè ñoóí wóíóì à kátl.

5. Repetition Drill

Teacher

í kè nyíl, táì ṅá kè tíf kél
è kè láál pélél mù, táì ṅá kè lá mfi.

1. ṅá kè tíf kél, táì í kè fíf tóóì.
2. ṅá kè wóíí tóóì, táì í kè mcní Òé.
3. í kè lá mfi, táì è kè nyíl.
4. è kè lóòóì ṅá pò, táì ka kè líl naa.
5. ñcnfi lóṅ è kè seye wáál, táì wò leeí è kè tíf kél.
6. sulòṅ lóṅ è kè ṅèlì téeí, táì wò nāṅ è kè kpálòṅa.
7. ṅá ṅwéll ṅá tée míf, táì í kè nyéé ṅííí.
8. Óá míf wéíí è kè yá, táì ṅá kè lá mfi.
9. í ṅwèlì í tíf ké, táì ṅá kè fíf tóóì.
10. tótótà lí wéíí è kè díá, táì kú kè òaai sù.
11. lí dùkóó wéíí è kè má, táì kú kè tótótà kwèlè.
12. lá míf wéíí è kè yá, táì í kpèè tíf kél.

Students

í kè nyíl, táì ṅá kè tíf kél.
è kè láál pélél mù, táì ṅá kè lá mfi.

6. Response Drill

Answer these questions with /kè/.

Teacher

lé ué f kè kél tál ná kè tíf kél?
lé ué f kè kél tál ná lí taai àú?

1. lé ué f kè kél tál ná kè líf kpálàna.
2. lé ué f kè kél tál ná lóhò pò?
3. lé ué f kè kél tál ná fíf tóó?
4. lé ué f kè kél tál kálòh è pà Bè?
5. lé ué f kè kél tál ncni lílé è pà Bè?
6. lé ué f kè kél tál tísái è lí pélé lí?
7. lé ué f kè kél tál f ncni è misèh qíll?
8. lé ué f kè kél tál kú kè tíf kél.
9. lé ué f kè kél tál dí kè sél káràí mà.
10. lé ué f kè kél tál ná kè náí tóóí yá.
11. lé ué f kè kél tál ná kè wóíí tóóí mà.
12. lé ué f kè kél tál kú kè fíf tóóí.

Students

ná kè sél seiscèh mà.
ná kè láál kplà.

7. Response Drill

Repeat the questions in drill number 6, replacing /kè/ with /kpèè/.
Answer the questions using the simple past tense.

Teacher

lé ué f kè kél tál ná kpèè tíf kél?
lé ué f kè kél tál ná kpèè líf taai àú.

Students

ná sél seiscèh mà.
ná láá kplà.

8. Chain Drill

Teacher : lé ué f kè kél tál f kpèè lá mfl.

Student 1 : tál ná kpèè lá mfl, ná nyfl.

Student 2 : tál ná kpèè nyfl, ná lí tótótà.

(Continue in this way with each student.)

9. Repetition Drill

Teacher

lá míf wélí káá mà.
nyáí lá lí wélí káá mà.

1. tée nílí wélí káá mà.
2. seye wáá wélí káá mà.
3. gbàná lí wélí káá kwá.
4. Bolí míf wélí káá mà.
5. scndá yíá wélí káá yá.
6. nyéé míf wélí káá mà.

Students

lá míf wélí káá mà.
nyáí lá lí wélí káá mà.

7. ñooi wóló wélí káá diá.
8. kòlò yíá wélí káá mà.
9. manan míf wélí káá mà.
10. tóúló kpelé wélí káá mà.
11. fíf tós wélí káá mà.
12. tísá lónó pó wélí káá mà.

10. Substitution Drill

Teacher

fíf tós wélí káá mà.
misēn míf

1. kpelcwò Bó
2. ñooi wóló
3. lónó í pó
4. loo kpálàna lí
5. seye wáá

6. kírè seye
7. wólí tós
8. lá míf
9. tóúló kpelé
10. tíf kè

Students

fíf tós wélí káá mà.
misēn míf wélí káá mà.

11. manan yíá
12. láá kpìna
13. séí kàràí mà
14. nyíí Bè
15. ná nān naa káá

11. Response Drill

Answer the teacher's question using a full sentence.

Teacher

- lé ué yaa ñwélíí í míf?
lé ué í kè kélí wéé ñele wíf sù?
1. yaa ñwélíí í lónó kálòñ pó lé mēni mà?
 2. í kírè sèyè kòlòpélíí lá à lé tálí?
 3. tóúló kpelé wélí káá yá?
 4. lé ué yaa náí tósí mà?
 5. é tíf kè kpálàna ñele ñclu?
 6. yaa wólí tósí tísái mà?
 7. nēni nēnè káá kpólòyáí nílíí?

Students

- naa ñwélíí ná manan nílíyè míf.
ná kè ná kélà naa kááí wéé ñele wíf sù.
8. gbèè káá nyíí kàràí mà?
 9. Bolí ñclu káá kálòñ pó?
 10. lé ué nēnfi lón káá ñwááí?
 11. í líí lááí?
 12. lé tálí yaa ñwélíí í lí gbàná?
 13. nyíí wélí káá yá?
 14. gbèè è Bá míf?
 15. í lí loo kpálàna wéé lé mēni mà?

Change these negative statements to the positive.

Students

kòlòlò ní kpaná wéì.

3ul5n tĩ fĩá wěĩ.

kpíní wéí.

7. fè kpíní wó ní tótótà.

8. fē kpíní wó ní Ẹ́.

9. í fé fíá wó ní.

10. tísâi wǎ ncnîi fé fǎa wǎ ní.

11. f leye fé fíá wó ní

12. kòlòlò ní fẹ́ kpaná wó ní.

Students

f tíf kè wéé lé mení mà?

yaa pǎi lǐ dǔkǎo lé mēni mà?

yaa pǎi lǐ dǔkǎo lé mēni mà?

14. Response Drill

Answer with /kpáná wéí/ or /kpíní wéí/ or /fíá wéí/.

Teacher

f fé sua ɲílí lé mɛní mà?
f fé tíí kél naa lé mɛní mà?

1. f lí òyáí lá lé mɛní mà?
2. kú káá fíí tóóí lé mɛní mà?
3. f leei fé misɛɲ ɲílí lé mɛní mà?
4. fé tíí kél kpálàṅa lé mɛní mà?
5. ònfi è kè fíí tóóí lé mɛní mà?
6. fé lí ní dùkóó lé mɛní mà?

Students

kpéní féí kpíní wéí.
kpéní féí kpáná wéí.

7. ònfi lón fé seye wáá ní lé mɛní mà?
8. f kè misɛɲ yíáí wéé lé mɛní mà?
9. òálón fé ɲwélí é tíí kè lé mɛní mà?
10. fé kòlò ní yíá ní lé mɛní mà?
11. kú káá tóóí pélélí mù lé mɛní mà?
12. dí fé lónó kú pò lé mɛní mà?

15. Repetition Drill

Teacher

ṅaa lá míí kpéní féí pùlù káá ṅá kél.
yaa fíí tóóí kpéní féí nyíí káá f kél.

Students

ṅaa lá míí kpéní féí pùlù káá ṅá kél.
yaa fíí tóóí kpéní féí nyíí káá f kél.

1. fé tíí kél kpéní féí kpéní féí kwélé káá kél.
2. ṅá káá láál kpéní féí nyíí káá ṅá kél.
3. fé tíí kél kpéní féí fíá wéí.
4. a tíí kél kpéní féí fé fíá wó ní.
5. a líí ló kpálàṅa kpéní féí nyéé yíá wélí káá mà.
6. yaa líí dùkóó kpéní féí kòlò yíá wélí káá yá.
7. ṅaa pál lá káálí kpéní féí òóí wóló wélí káá mà.
8. a pál lá tóóí kpéní féí ɲíí wélí káá mà.
9. a kíré séyéí kpéní féí ònfi lónó pò wélí káá mà.
10. a míí kpéní féí pùlù káá kél.
11. ṅaa líí pélélí mù kpéní féí kwélé káá ṅá kél.
12. a fíí tóóí káráí mà kpéní féí nyíí káá kél.

16. Response Drill

Respond with any appropriate answer.

Teacher

í fẹ́ tíf kẹ́l lẹ́ mẹnì mà?
lẹ́ tǎl í ẹ̀yẹi wáà?

1. í wọ́sọ́ lẹ́ pelẹ́ kẹ́tẹ́ sù?
2. í sẹ̀lẹ́ Ẹ́ ẹ́ lẹ́ tǎl?
3. gbẹ́ẹ́ káá síáí pẹ́lẹ́ mà?
4. lẹ́ ué yáá ẹ́ọ́n?
5. síí a lóo kpélẹ́l?
6. yáá wọ́sọ́ tẹ́tẹ́ páá?
7. yáa ẹ̀lẹ́l ẹ̀lẹ́l, lẹ́ ué a kẹ́?

Students (1, 2, 3)

kpéní fẹ́l nyíí káá ẹ́ kẹ́l.
wẹ́tẹ́ ẹ́lẹ́ wíf ẹ́sù.

8. sẹ́kẹ́kẹ́ ẹ́lẹ́l káá í yẹ́l?
9. yáa polí pẹ́lẹ́ tẹ́tẹ́?
10. nẹ́nẹ́nẹ́ káá lẹ́l míf yá kpẹ́l?
11. yáa polí tẹ́wọ́ Ẹ́lẹ́l ẹ́ dẹ́lẹ́n?
12. sẹ́lẹ́n lẹ́lẹ́l káá a dẹ́lẹ́l ẹ́lẹ́l?
13. í nyíí káá sọ́lẹ́l?
14. lẹ́ ué yáa kílẹ́nẹ́ síáí mẹnì mà?
15. nú kẹ́lẹ́l Ẹ́ dẹ́lẹ́l polí kpẹ́lẹ́l Ẹ́lẹ́l?

CULTURAL MATERIAL AND
LANGUAGE LEARNING ACTIVITIES

CARTOONS

Read the cartoon strip after your instructor several times. When you have learned the new words and practiced them a few times, your instructor will call on several of you at a time to act out the strip before the class.

SITUATIONS

Two people at a time will come before the class and perform the following scenes: a person is walking along the road to Maimu. A car stops and the driver offers him a ride into town. In the course of the conversation the driver tells his passenger about a wedding feast he attended several days before.

A SPIDER STORY

PART II

pelê tál è sèll. fáná tóú kè lí. núánai taai feelc èú di pelê
 ètlii nááláí síí toli mni mà. kèé, síí fé pá ní. á! lé ué aá kè?
 ka lí pelei mà ka síí kweli! tál núánai di sèll síí pò naa, è kè láál
 wúlú mù pelei kwèlè kpóó yéè saa nú! núánai di kíré sèyè pò. ètlii
 è kè kpóó mà ... kpáán! kèé síí! lé ué kè? wùéé aá èó.
 "kpááéé! ná kè nó èwélíí ... ná lí pelê feelc èú!"
 ècú ní ué è kè, sáá uá sáá, síí wò lenei káá a kòlòté yéí.

NOTES

fáná

drum

tóú

sound: fáná tóú kè lí "the sound of drums went out" Celebrations and feasts are announced by drumming.
... di pelê ètlii nááláí síí toli mni mà.
 In this construction, mni mà refers to pelê.

lé ué aá kè?

What's happened?

ka lí òlelì mà ...

go out on the road ...: Here, the narrator is speaking directly to his audience.

naa

there: si pò naa "to spider there" that is, to the place where spider was.

kpóó yéè

just like

saa

to die: saa nú deadman, corpse

kpóó mà

around him

kpááŋ.

twang! This sound depicts the tautness of the rope around spider's waist.

wúḡé

shame

són

to catch, grasp: wúḡé aâ sòn, "he was ashamed."

nó

only ná kè nó ñwélíí ... "all I wanted was ..."

ècŋ ní uè è kè

this was the thing: i.e., "this was the reason why."

sáà uà sáà

today be today: i.e., "(even) until today."

kòlòtè

small: káá a kòlòtè yéí. is small



UNIT

IV



LANGUAGE LEARNING

OUTSIDE THE CLASSROOM

Most language learning in the United States is done in rather convenient circumstances. A student here is likely to have a highly trained teacher who is working from well-prepared and tested material in a comfortable classroom at regular and convenient hours.

Just the opposite is true of language learning "in the field." You will be faced with irregular and usually inconvenient hours, most often an untrained tutor (whom you will have to train to teach you), an abundant lack of prepared language teaching material, and an inadequate classroom set-up (that is, you may be without a blackboard). In addition to all this, you will not be able to "withdraw" from the language to assess your position. You must select sentences to learn from what will almost certainly seem like a great roaring noise.

The problem is, then, fairly clearly defined. You must find a successful way to learn a language under difficult circumstances. There are some things which will be helpful immediately.

- In any tutorial relationship, try to establish and maintain regular hours.
- Make it a habit to prepare your material before a work session begins. Even if your plan must be modified as you go on, start with a goal.
- Strive for a high functional yield in what you learn. That is, don't try to learn the names of 1400 green creepers until long after you have mastered the terminology of home, school, and marketplace.

All this leads up to an attempt at a language learning approach which does not waste time and which does not require a trained teacher.

SELECTING A TUTOR

Look at the cover of Unit VI and imagine that you are Tom. Consider the candidates for tutor:

- the chief's wife, who seems reluctant
- the cigar-smoking good-for-nothing
- the wide-eyed chap just in from the country, wondering what the sign says
- the friendly child trying to get in on the act
- the eager fellow running to help
- the unwilling teacher sneaking away to catch up with his schoolwork (maybe the best qualified)

Obviously, certain qualities are desirable in a tutor. The following factors are important to consider when selecting a tutor:

1. Age

Children are often available and willing to help, but care must be taken that the child is old enough to fulfill his role without frequent distraction. Does he know that variety of his language (i.e. adult, male, formal, etc.) which you want to learn?

In most situations a young adult is most desirable as a tutor.

List some reasons why this might be so?

Why not an old person?

2. Sex

In general the primary tutor should be the same sex as the student. This facilitates meeting arrangements and eases the definite strangeness which will be present at first. In addition, the tutor will feel at home in the variety of the language you must learn and can relate what he or she knows to the culture, (i.e., a woman knows just what a female volunteer should or should not say to a man wearing a mask during a celebration. A male tutor might also know.)

3. Native Language

In a country like Liberia in which dozens of languages and dialects exist in a relatively small area, almost any mobility means that a proportion of a population in any language area will be non-native speakers. Determine the native language of your prospective tutor explicitly. If it is not the one you are using, do not use him as a primary tutor.

4. Personality and Status

Experience has shown that a rigid, authoritarian personality does not work well in the kind of language situation you will be in. Such a person will usually try to "teach" you the "correct form" he thinks you should know. He is likely to insist on a "correct" variety of language, one that is the way it "should" be, and not the "corrupt" variety spoken by everyone with whom you will have contact.

If your tutor has to protect his status in the community by assuming a rigid stance as a schoolmaster might, his intelligence might be largely cancelled by his need to preserve an image of superiority.

5. Education and Intelligence

An uneducated person can be used, but again it depends on the variety of language you are after. A patently stupid person can only be used as a gross check on your progress. Does he respond to what you say? The above suggests that the ideal tutor is flexible, is free to act normally around and with you, is as intelligent as possible, and is educated to the point that he is familiar with the variety of his language that you require.

List some occupations in which you might find such a person in Liberia.

Now select one of the following potential tutors that is best qualified to teach you his language.



25 years old, native speaker,
teacher of 3rd grade in your school;
friendly at your first meeting, but you have
had very little contact outside of school;
seems to have some difficulty at school
because of lack of training, but is intelligent
and works hard at improving quality of instruction;
haven't seen this teacher outside of school because
she studies at home most evenings; principal of
school suggested you ask her to help you;
you suspect the principal doesn't know how
much time will be needed.

45 years old, native speaker,
attached to the chief's household; sent to
you by the chief himself because the chief
understands and approves your language effort;
has visited U.S. briefly during 1950's;
claims a special understanding of your problem
since she helped a previous PCV with his
language, although she says that the former
pupil was not very good;
speaks good English; obviously intelligent
and convinced she can teach you her language.



17 years old, native speaker,
part-time laborer; has very recently arrived
in your town from his remote birthplace;
has been having difficulty finding work,
and has been advised by his friends that you
might be able to employ him to teach you his
language; English is very poor, but seems like
a clever person eager to work hard to help you.



40 years old, assistant principal of school;
been to U.S.; proud of his English ability;
set in his ways as a teacher;
has a very busy schedule.

Choose a tutor and use the space
below to explain your choice.



At the end of Unit VI for a
discussion of the tutors.

NOT HOW TO WORK WITH A TUTOR

Hi! You must be the guy they picked out to be my language tutor. I forgot you were coming today, but come in.



I don't have anything prepared, but we might as well get started.

By the way, what's your name?

geefols

gayfle, gayf...
I'll call you Gus.



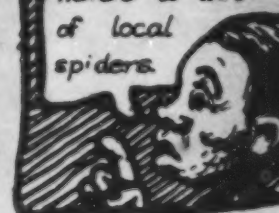
What now?



What do you mean?

Teach me something!

Here's a list of local spiders.



Okay, you listen and repeat...



No, it'll be easier if I read them myself. I can't learn things by ear.

How do you say *62?

Check this! I see the big ugly "guhbully."

How'm I doing?

*104 is a dirty word in English!



Are you sure you can't come back again before next month?



FIRST MEETING WITH TUTOR

Look back at the cartoon strip of Tom's first meeting with a tutor. Was it a successful or unsuccessful meeting? Were the seeds planted for the development of a fruitful, long-term relationship? Did Tom plan the session well? What did he do that was wrong? What did he do that was right?

Some points which are often useful during the first session:

1. Listen easily to the tutor as he describes something (the town, the room, etc.) in the new language for a few minutes without trying to explain it in English. Listen without trying to understand. The function of this activity is multiple. The tutor finds that the first thing he has to do is something he can do easily. You are listening in order to acquaint yourself with his speech sound. Listen to the rhythm and, particularly, to the tones he uses.
2. Learn how to say his name correctly.
3. Show him that you can laugh at your own errors and that you really don't mind if he laughs with you.
4. Allow some humor to occur, but get directly back to business by requesting him to teach you how to say the phrase "how do you say (English) in Loma?" This will take a bit of time, but go through the listen-repeat-model-modify routine until you learn the phrase. It is a positive accomplishment and will be extremely useful shortly.
5. Remember that a session should last no more than 45 - 50 minutes to avoid seriously diminishing returns. Regular scheduling and more-or-less standard length of work sessions will help your tutor establish his routine.

Some points to keep in mind in terms of the nature of tutor-student work:

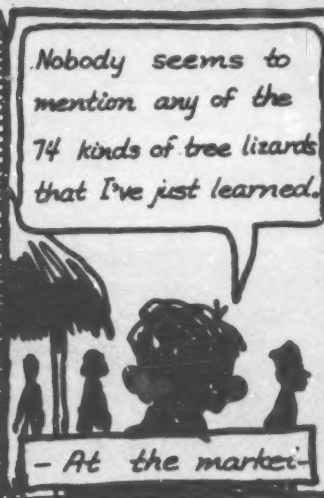
1. Despite the fact that your tutor is the expert in the language, you are almost certainly the "expert" in language learning. Therefore, your job is to tell the tutor what you want him to do.
2. It is crucial that you make it clear (and this often requires reinforcement later) that your tutor is only helping you when he criticizes your work, and that flattery or politeness do not help you learn his language. You may have to take special care in the case of a shy person to establish a friendly atmosphere (through chitchat, etc.) before becoming explicit.

3. Remember that your tutor has considerably less idea than you do about what is supposed to be going on. In the early stages he is quite likely to be nervous, uncertain, and afraid of embarrassing himself or offending you. Be as reassuring as possible. You must use your own judgement about confessing your own relative ignorance of field technique. Such a confession might be helpful if your tutor is at a social and intellectual level where he can accept himself as your colleague (a university student, for example), but in many cases the tutor will want to rely on your apparent authority for initial guidance.

4. In the course of a successful relationship, two kinds of remarks are possible. While the nature of the task does not lend itself to great entertainment, there is a good likelihood of a lasting friendship and considerable mutual understanding and respect based on the experience of working together through the frustrating, difficult, and stubborn problems of jamming his impossible language into your thick skull. The intellectual rewards for you must be in the learning and increasing ability to use the language. The tutor's reward must be in successfully giving you something that he must try hard to give you. Rest assured that he will take a great deal of pleasure and pride in your progress.

5. Any language is an enormously complicated system. Do not despair when things go slow or even wrong. You will not learn that new language tomorrow. Your goal is to make some progress tomorrow.

Look at the following cartoon strips. The upper one illustrates a bad work session. Tell what is wrong with it. The middle one illustrates a good work session. Using the pictures of the lower cartoon strip as a model, think of a new dialogue for the balloons that will be suitable for the work session following the first meeting.



COLLECTING USEFUL EXPRESSIONS

In order to establish a solid basis for working with your tutor, it will be useful for you to become familiar with a well-organized approach to language learning which requires patience and consistency rather than enormous technical skill and experience. The method discussed below is such a tool. You can begin to use it to learn and to practice useful expressions such as greetings, courtesy phrases, "please say it again", "I don't understand", and ways of expressing agreement or disagreement.

A word of warning is in order. The rather dense-looking "algebra" which accompanies this material is simply a shorthand notation of the various steps involved. It is given as a skeleton reference, and after using it a few times you will find it clear (and perhaps even useful!). Here are the symbols involved:

S	Student (you)
T	Tutor
E	English
F	Foreign Language
f	statement in foreign language given only for model
C	Correction by tutor
G	Gesture
x	the item being practiced
y	another item on the list
n	the last item

Don't let this throw you. It's easier than it looks.

1. Ask for 4 - 8 highly useful "formula expressions" as indicated above. Find out the approximate meaning of each and when and with whom you can use it. Write this down IN ENGLISH (E). Don't write anything in the foreign language (FL) yet. It will be helpful if you prepare some worksheets which look like this:

FL	ENGLISH
F 1 _____.	_____
F 2 _____.	_____
F 3 _____.	_____
F 4 _____.	_____
F 5 _____.	_____
F 6 _____.	_____
F 7 _____.	_____
F 8 _____.	_____

Remember that so far you have written down only approximate meanings in

English. It is suggested that you use four expressions for your first session and work up to a larger number as you and your tutor become more used to each other and to the method. The next step is learning and practicing the items you have collected.

2. You, the STUDENT (S), will say the first item in English, using appropriate gestures (G). The TUTOR (T) will say the equivalent in the foreign language. The student repeats after the tutor, imitating his pronunciation. The tutor corrects (C) the student. Go through this process for the first expression until the tutor is satisfied, but don't try it more than three times. If by that time you're not even close, go on to the next expression and save the first one for another session. If, however, you are close (not perfect), go to the next step. The algebra for step 2 is: SE/G, TF, SF, TC (Fx max. 3).

3. The student says item 1 in English with gestures. The tutor says it in the FL. The student repeats it. Then the tutor repeats it again, only as a model, without trying to correct the student, who can then compare his own pronunciation with that of the tutor. This modeling is noted as (f). The student repeats. The tutor corrects him. SE/G, TF, SF, Tf, SF, TC

4. This time the tutor says the item in English with gestures, and you give the expression in FL. The tutor corrects you. TE/G, SF, TC

Repeat steps 2-4 for each item on your list.

5. Write down expressions #1 - the last one (n) in FL. Write Fl-n

6. You read what you have written and the tutor corrects you. S read Fl-n, TC

OUTLINE FOR LEARNING AND PRACTICING USEFUL EXPRESSIONS

1. Gather items

GATHERING

2. SE/G, TF, SF, TC (Fx max. 3)

PRACTICING

3. SE/G, TF, SF, Tf, SF, TC

4. TE/G, SF, TC

VARIATION

5. Write Fl-n

CHECKING

6. Read Fl-n, TC

POSSIBLE WORKSHEET AFTER A SESSION LEARNING SPANISH

	FL	ENGLISH
F 1	BWEYNOS DIAS	HELLO (formal?)
F 2	MUCHOS GRACIAS	THANK YOU
F 3	DE NADA	YOU'RE WELCOME
F 4	ASTA MANYANA	GOODBYE

YOUR WORKSHEET

Use the form below for the worksheet after your session of collecting useful expressions.

	FL	ENGLISH
F 1		
F 2		
F 3		
F 4		
F 5		
F 6		
F 7		
F 8		

USING PICTURES

This part of the method is perhaps the most useful. You will be using pictures, so your own photographic talents will come in handy. Try to use pictures of places where you spend a lot of time, such as your home and the market. You can take photos, as Tom has here, or get magazine pictures of the items you want to learn. This technique is similar to the previous one, although a bit more complicated.



1. The first step is to learn to ask two questions, using the useful expression technique. The first question should be an identification question, such as "what is that?", or "Why is he doing that?". The second should be a confirmation question, to be used later, such as "Is this a _____?"
2. Get 8 - 12 short Answers (A = Answer) based on the pictures. Discard the 4 - 8 most difficult, so that you are left with 4 - 8 answers. Write down the approximate meanings in English. DO NOT write in the foreign language yet!
3. The student asks the first question in the FL. The tutor answers. The student repeats the answer. The tutor corrects him. Go through this procedure a maximum of 3 times, and then decide whether to drop or keep the item. Look at the following picture illustrating this.

BEST COPY AVAILABLE

lé ve ní ?

tée ká tí.

tée ká tí.

tée ká tí.

tée ká tí.

néléì.



4. The student asks, and the tutor answers. The student repeats the answer. The teacher repeats the answer without correcting, only giving a model for the student's self-correction. The student repeats the answer again, and the tutor corrects. Again, a maximum of 3 times. If you haven't just about got it, drop it.

5. The tutor asks the second question about the item, pointing to it. The student identifies the item. T: "Is this a book?" S: "Yes, this is a book."

6. After the second item has gone this far, the tutor points to an item (not necessarily the correct one) and asks for confirmation. The student gives the proper response. i.e., T: "Is this a book?" (item 1) S: "No, this is a pen." (item 2) As the number of practiced items increases, the length of this step can also increase. It is also useful for review of previously learned items.

7. As a final check, repeat step 6 with all wrong cues.

8. Tutor asks first question, student answers, tutor corrects. This completes the establishment sequence. Steps 3 - 8 should be gone through for each item before going on to the next step.

9. After all the items are established, the student (using the approximate English as reference) gives all the items. The tutor corrects him.

10. The student writes down all the items in the foreign language.

11. Student reads his list aloud. Tutor corrects.

OUTLINE FOR USING PICTURES

1. Learn questions (Q)	GATHERING
2. Gather items, and select	
3. SQ, TA, SA, TC (Ax max 3)	PRACTICING
4. SQ, TA, SA, Ta (model), SA, TC (Ax max 3)	
5. TAx?, SyesAx	
6. TAx?, SyesAx/noAy	VARIATION
7. TAx?, SnoAy	
8. TQ, SA, TC	
9. SA1-n, TC	CHECKING
10. Write A1-n	
11. S read A1-n, TC	

LEARNING ACTION CHAINS

While the technique of questions based on pictures is very useful for learning the names of things, the following technique is most useful for actions. The first thing you need to do is to decide on a general subject such as farming a field of grain, making palm wine, or bargaining in the market. Here, too, you can use magazine pictures, photographs, or your own drawings of these subjects.

1. Learn to ask the questions "What does one do first?" and "What does one do next?" From here on the procedure is exactly the same as that for USING PICTURES.

2. Gather 8 - 12 items. Select 4 - 8.

3.-5. Practice the items by repetition and with correction.

6.-8. Practice the answers by variation.

9.-11. Check the items by recitation, writing and reading.

Look at the following picture of Tom working with his tutor. After asking and then repeating what the woman does first, he asks what she does next.

lé vé a kè tuátúá ?

a mólɔŋ pú kónáì sù.

a mólɔŋ pú kónáì sù.

néléì.

lé vé a pàì kèì ɣaa ?

a ɣenêi mē kóó é mólɔŋ síá.

ESTABLISHING A SYSTEM

How can I keep track of all the things I learn?

By setting up a language notebook.

What kind of a notebook is best?

A sturdy, large^o capacity three-ring loose-leaf binder. You'll also need a supply of binder paper with reinforced holes and index markers for the binder.

Do I need anything else?

A generous supply of 3 x 5 and 5 x 8 index cards and dividers, metal boxes for keeping them, and a supply of reusable red tabs for marking items for special attention, practice or verification. These cards will be especially useful for individual words or patterns.

How can I organize the language notebook?

Divide the language notebook into specific sections to avoid having to plow through a lot of paper to find a particular item. Although the notebook can be as detailed and ambitious as you wish (or as simple!), the following sections seem like a reasonable list:

field notes (including all the words and phrases you have picked up incidentally, as well as a record of your observations about language use, appropriateness, language taboo, and notes to yourself about possible situations you might want to explore in regular teaching sessions)

lesson plans

lesson worksheets

structures learned

vocabulary

specific situations (here you might want to collect all that you have learned which especially applies to situations in which you often find yourself, such as school, the marketplace, visiting the chief, etc.)

materials and resources

Of course, some of these may be combined, and additions are certainly possible.

ANALYZING YOUR NOTES

What do I do after a work session?

You still have the problem of putting together what you have just learned. In other words, one session must be related to the others. You still must discover the underlying patterns which will enable you to create new sentences. For example, you have learned "I see the dog" and "It is a tree." From this, do you know how to say "I see a tree?"

How can I check my "hearing accuracy?"

One way is to compare your earlier notes with more recent work. Try to find the same words and see if you transcribed them the same way. Another way is to repeat a lesson you have already learned. This does not take much time, and it is a good review, as well as a way to "compare notes" with yourself.

What about word ending, tenses, plurals and so forth? How do I systematize them?

Probably the best way is to check your notes for similar constructions and try to account for the differences. This won't be hard (it says here), if your notes are in some kind of order. Here is an example in a nonsense language of the kind of problem you might find in the language you are learning.

<i>naakošode.</i>	He is here.
<i>zeagošodei.</i>	We are there.
<i>zeakošodel.</i>	We are here.
<i>naagošode.</i>	He is there.

Problem: How does one form the plural verb?

How can I expect to handle complicated sentence patterns?

Fortunately, you are in the business of learning the language, not analyzing it. If you make a mistake, someone can correct you. You don't have to know why something is correct, only that it is.

Is there anyway to use my tutor in the analysis?

There is one good indirect way. After he is familiar with the gathering and practicing techniques, try presenting him with a set of sentences which you do not know, based on sentences which you do know. He will be able to tell you immediately if you are correct, and to correct you if you are not. This is an excellent exercise in vocabulary as well.

What if the sentences aren't right?

Then you have a ready-made lesson, and your tutor is right there.

How can I keep these papers from getting all mixed up?

By identifying each individual piece of paper you use by date and situation, and by indicating what it is being used for.

For example:

Action Chain Worksheet, picture 16.

Teacher: Momo, Jan. 31, Session 2.

This is useful in many ways besides when your loose-leaf binder comes undone in a brisk wind. For example, in this way you may be able to locate the source of some misunderstanding of a word or phrase which gets you laughed out of the classroom the first time you are brave enough to try it. Accurate collection of information enables you to gauge your progress (something which is very hard to do on a day-to-day basis, without the perspective of elapsed time).

How often should I plan work sessions?

Ideally, everyday. Most successful learners have found it easier to make their language work part of the daily routine. Sooner or later, most of us are struck by the advantages of daily showers in tropical or semi-tropical climates, so why not adopt the same attitude about learning a language. Likewise, consistency in your notebook entries is essential.

DISCUSSION OF T U T O R S

There is no one correct answer to this problem. It depends on who you are and how much time and effort you have to learn the language.

The weakest of the four is clearly the laborer. Although he's eager to work, his lack of English will be a serious problem.

The young female school-teacher would be an ideal choice for a female volunteer, except for her pressing duties in her school. In this case, it might be possible to work out some reciprocal arrangement where the volunteer helps the teacher with preparation, and she will then have more time for tutoring.

The woman sent by the chief must be handled with care, since it seems likely that she will try to dominate the tutoring sessions. However, she does have time, and, if she learns to work with you, she might be the best single choice for a male or female volunteer.

The older male instructor, your boss, might resent any interference with his concept of teaching his language, even more than the woman the chief sent. You must be careful not to damage your professional relationship with him. Therefore, it might be wise to use him selectively, such as for conversation practice and advice about appropriateness of phrases, rather than for regular sessions. In other words, use him in situations where it is all right for him to direct the work.





Hey- I keep seeing strange
shapes out there. How do
I tell when they're for real?

Point to it and ask,
"What do you call that?"
If everybody runs, then
you run, too!